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MODULE 4

Community Mobilisation Tools

ENGAGING STAKEHOLDERS IN ADDRESSING CHILD MARRIAGE, SCHOOL DROP OUT AND VIOLENCE

“The Adolescent Empowerment Toolkit”

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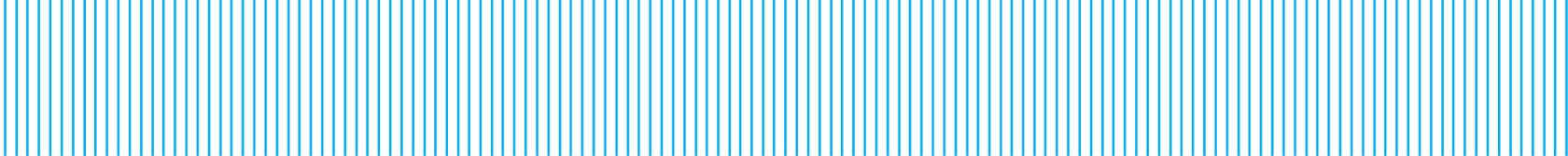
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Module 4

ENGAGING STAKEHOLDERS IN ADDRESSING CHILD MARRIAGE, SCHOOL DROP OUT AND VIOLENCE

A resource book to equip community workers and adolescents to support secondary education, address child marriage and violence by mobilising the community through tools like brochures, mobile video vans, street plays, fairs, etc.



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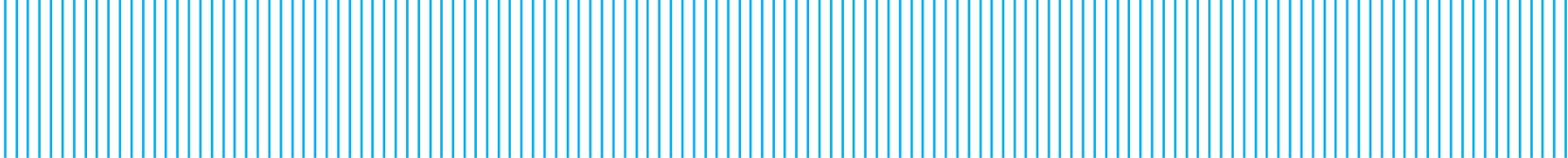
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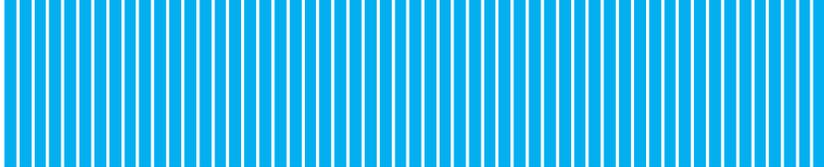
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works in more than 190 countries and territories to help children survive and thrive, from early childhood through adolescence. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water 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.

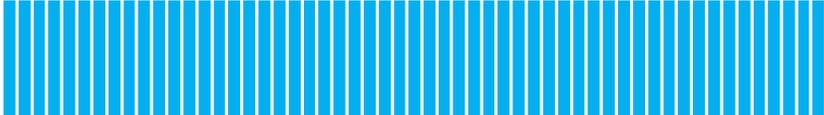
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seeking to make violence and discrimination against women and girls unacceptable. We use the power of arts, media, pop culture, and community mobilization to inspire people to take bold action to build a world in which all people live with dignity, 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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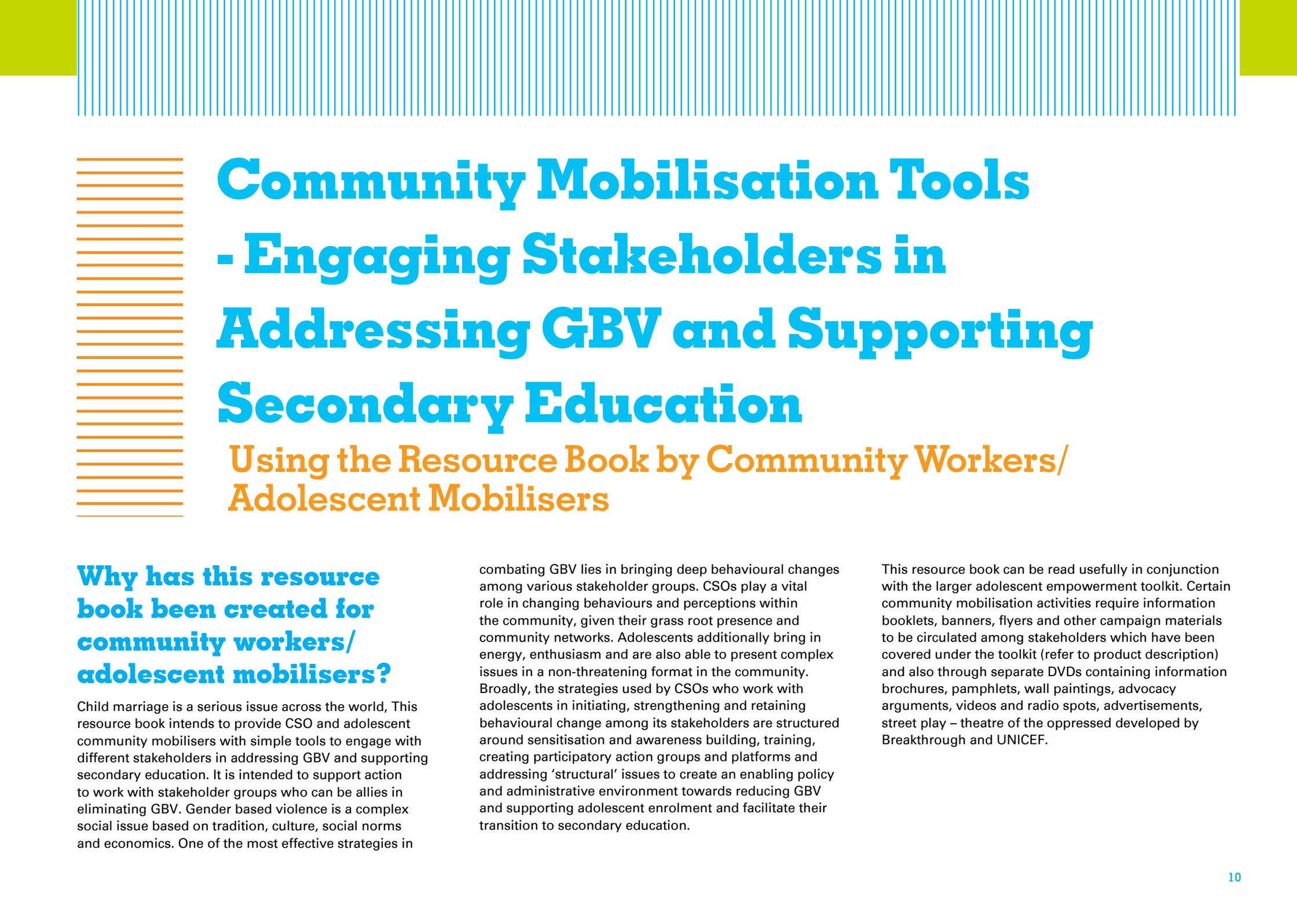
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Community Mobilisation Tools - Engaging Stakeholders in Addressing GBV and Supporting Secondary Education

Using the Resource Book by Community Workers/ Adolescent Mobilisers

Why has this resource book been created for community workers/ adolescent mobilisers?

Child marriage is a serious issue across the world, This resource book intends to provide CSO and adolescent community mobilisers with simple tools to engage with different stakeholders in addressing GBV and supporting secondary education. It is intended to support action to work with stakeholder groups who can be allies in eliminating GBV. Gender based violence is a complex social issue based on tradition, culture, social norms and economics. One of the most effective strategies in

combating GBV lies in bringing deep behavioural changes among various stakeholder groups. CSOs play a vital role in changing behaviours and perceptions within the community, given their grass root presence and community networks. Adolescents additionally bring in energy, enthusiasm and are also able to present complex issues in a non-threatening format in the community. Broadly, the strategies used by CSOs who work with adolescents in initiating, strengthening and retaining behavioural change among its stakeholders are structured around sensitisation and awareness building, training, creating participatory action groups and platforms and addressing 'structural' issues to create an enabling policy and administrative environment towards reducing GBV and supporting adolescent enrolment and facilitate their transition to secondary education.

This resource book can be read usefully in conjunction with the larger adolescent empowerment toolkit. Certain community mobilisation activities require information booklets, banners, flyers and other campaign materials to be circulated among stakeholders which have been covered under the toolkit (refer to product description) and also through separate DVDs containing information brochures, pamphlets, wall paintings, advocacy arguments, videos and radio spots, advertisements, street play – theatre of the oppressed developed by Breakthrough and UNICEF.

How can behaviour change be achieved and retained within the communities?



The desired change in behaviours and perceptions among communities can happen only through clear, focused, and sustained communication with them on the issue of GBV and adolescent enrolment. This requires a sound communication strategy which can be adopted by CSO partners working with adolescents to promote change, work at several levels and account for distinct phases in communication with each having distinct objectives and outcomes.

However, the overarching communication strategies could be:

- 1. Mass media at state /district level** – To mould public opinion in order to create an enabling environment as well as influence behaviour change among primary audiences i.e. children and parents to promote secondary school enrolment.
- 2. Advocacy** – To ensure that ‘structural issues’ are addressed and an enabling environment is created to address the issue of GBV and promoting education for adolescents.
- 3. Community Mobilisation and Mid-Media Activities** – To promote collective action towards resolution of the issue at the community level.
- 4. Training and Interpersonal Communication at Household / School / Community Levels** – To support adolescents, peers, parents and other relevant stakeholders in their attempts towards adoption, practice and maintenance of positive behaviours.

This resource book focuses on the third strategy pertaining to community mobilisation and mid - media activities.

What are some of the effective working strategies which can help CSOs in engaging with communities?

Although each CSO identifies and executes community mobilisation strategies suited best to the needs of the target community, local context in GBV and organisational capacity, however, there could be some common approaches useful for all. A few effective working strategies which can help CSOs working with adolescent mobilisers in engaging with communities towards reducing GBV:

1. Identifying, orienting, and engaging NGOs, SHG networks, adolescent peer groups, Panchayati Raj Institutions (PRI), religious organisations, and occupational groups for community mobilisation activities.
2. Implementing street theatre, folk media, and outdoor media activities such as hoardings and wall paintings.
3. Carrying out special community mobilisation activities prior to ‘auspicious days’ during which the number of GBVs goes up significantly.
4. Establishing platforms for dialogue within communities to debate and discuss the issue of GBV and adolescent enrolment.
5. Outdoor media and IEC materials: The IEC materials and outdoor media support interpersonal communication and give credibility to the communicators. Outdoor media in the form of hoardings at the district and state headquarters at

strategic locations and wall paintings at block / panchayat level can be put up in order to create visibility as well as an enabling environment.

IEC materials such as posters and banners need to be developed and supplied to the districts / blocks well in advance. The materials should be put up according to a predetermined micro plan at strategic locations and not on an adhoc basis for ensuring maximum effectiveness.

6. Folk media: Folk media, considering its widespread acceptance as a local media can be effectively used to disseminate key information as well as promote behavioural change. Further, it would also prove effective in media dark areas to reach out to families and communities. This also includes local songs, dances, street plays, and road shows which adolescent mobilisers can run effectively.

7. Community mobilisation and interpersonal communication through block and community mobilisers. Identified high risk (in GBV) blocks can have block mobilisers and community workers, who can form a network of adolescent groups. These volunteers can be empowered to help in identifying and engaging with families where GBV and school drop out is high. They could also identify relevant stakeholders and influencers to motivate families. Broad action-points and steps for the community workers and village volunteers can include:

- social / village mapping;
- household visits to 'high risk households';
- community level meetings (involving PRIs, teachers, AWW, ANM); • identifying and ensuring involvement of local influencers;
- tracking school attendance as well as accounting for 'missing' children;
- identifying out-of-school children and ensuring their

enrolment in schools;

- identifying families in need of help and facilitating linkages with welfare schemes; and
- implementing other relevant and need-based community mobilisation activities.

What is the best way to counter doubts expressed by the community regarding vested financial/ career interests of community workers/ adolescent mobilisers in the intervention programmes?

One of the most difficult comments faced by NGO workers and adolescent mobilisers is the question of their 'interest' in educating people on child rights, school enrolment and against GBV. They are often questioned that they are "doing it for money" and for their "career growth". This can be a very personal challenge. However, one should not react to it or take it personally.

Community resource persons and especially adolescent groups are doing the right thing to support the cause of secondary school enrolment, women's rights, child protection and development and stopping practices harmful

for children's growth and life. Any advocacy effort around these issues is welcome, whether voluntary or compensated; there is no reason to feel guilty or ashamed about earning livelihoods or building your skills for career, by raising awareness against GBVs. You learn the most when you give back to the society. The best way to counter such allegations is by NOT becoming defensive or protective; explanations should NEVER be offered. One should just stay on course and proceed further with their purpose.

It must always be remembered that change is difficult but we need to help the community shift from patriarchal thinking to one that treats girls and boys equally based on their rights. We must urge them to question and move away from a traditional, customary practice that has deep roots in caste and community. This will not be easy. Any discussion around GBV will be met with resistance. There will be many questions, just as there will be many opinions.

How the discussions and action plans should be started against GBV in the community?

A conversation on GBV cannot start straightaway with the community; the overall development concerns of the community and adolescent groups should be talked about first. As community mobilisers, try to engage and involve community members and adolescents in discussion about their vision and dreams for their village, their concerns, and challenges in reaching this vision, what initiatives they would need to take to overcome obstacles and fulfil these dreams. Typically, the community will point at the visible, tangible issues like road, water, health centre, etc.

The adolescents might talk about need for playground, computer, or vocational centres. This is an appropriate moment to draw their attention to other important issues like safe and unsafe spaces, out-of-school children, malnutrition, and steer the discussion towards GBV.

For instance, an ASHA worker has easy access to women, village leaders and elders as member of the Village Health and Sanitation Committees, etc. She can start a discussion on health issues, like anaemia, problems with young pregnant women and causes behind these, and introduce GBV as one of the reasons for poor health for both the child and mother.

Here are some suggested actions for community resource persons. It is important to be discreet yet creative to start a process or action against GBV that suits the local situation.

i. Use every available opportunity to raise awareness and sensitise the community on the ill effects of GBV and school drop out.

- » Discuss GBV as an issue of human rights violation within the gram sabha, Self-Help Group meetings, School Management Committee meetings, celebration of occasions like Republic Day, Independence Day, festivals, etc.
- » Counsel families and individuals against GBV.

ii. Form strategic networks and find allies within various stakeholder groups in the community like men and women's groups, village elders and leaders (like elected representatives), parents, youth, adolescent girls and boys groups, teachers and workers.

- » Become a member of various local bodies in the village like the Child Protection Committee,

School Management Committee, Social Justice Committee, etc.

- » Form and strengthen adolescent girls or boys groups and educate them on the impact of GBV and law.

iii. Invite officials of different government departments (health, education, social welfare, etc.) to talk about GBV, secondary school drop out and its impact on occasions like gram sabha, mamta diwas, Independence Day, Republic Day celebrations, etc.

iv. People are motivated and convinced to resist GBVs when they see some benefit or gain by delaying marriages.

- » Share information on various incentives and schemes promoted by the government for delaying marriages and promoting education.
- » Help link the concerned line departments together so that families can access benefits of various government programmes and schemes and be motivated to delay marriages to the legal age; or access better education, health, and livelihood benefits.
- » Talk about the importance of education for a better future, and the need for girls and boys to finish school.

v. Engage and motivate caste elders and leaders to bring changes in caste norms for girls' mobility, health, education by passing resolutions prohibiting GBVs within their community or caste.

vi. Motivate village, block, and district representatives of PRIs to pass resolutions prohibiting GBVs within their Panchayat.

What are some of the innovative good practices followed by CSOs in India to work effectively with communities and adolescents in reducing/ending GBV?

Some of the innovative good practices followed by CSOs in India to work effectively with communities in reducing/ending GBV have been given below. This is based on interaction with UNICEF CSO partners during workshops. However, it is important to mention that the list below is not exhaustive and there could be many other innovative approaches traced in India and worldwide.

- Leveraging upon the influence of religious leaders effectively: The issue of GBV gets advocated with the religious heads and they condemn the malpractice during their discourses as part of occasions and events such as mass weddings and group prayers. A religious chant adapted from Navgraha (nine planets prayer) has also been prepared to draw attention to the role of nine stakeholders in addressing the issue of GBV - 'Namah Grama Panchayathaya, Teacheraya, Anganwadi Workeraya, ANM Maya, SMC, CMPO, BDO, Policesyascha NGO namaha'. Temples are also declared free of conducting GBVs and locals follow these directions owing to their reverence to the institution of prayer.

- Awareness building through videos scripted, directed, and enacted by groups of adolescent girls: Girls in the community have developed an understanding on the issue of GBV and are ready to take action to influence their peers. The girls get trained in video production – story and script writing, video-shooting, editing etc. by the NGO faculty.
- Felicitating positive role models in girls and women (with Navjyoti awards) who fight against Gender Based Violence and act as change agents and role models for others in the society.
- Using electronic media for dissemination of information through mobile application based counselling and knowledge assessment. This allows the group facilitator (Cluster Coordinator, Project Officer, or Group Leader) to refer to curriculum for counselling topics such as HIV, Health/Hygiene, Puberty, and GBV and also perform assessment. Girls are also encouraged to create and maintain wall paintings in their areas which sensitise people against GBV.
- Networking and advocacy with the government officials to help their schemes reach the community. Villagers in their intervention areas have formed 'Nigrani Committees' (social watchdog groups) who spread awareness on the issue of GBV and report upcoming GBV before they get solemnised.
- Using comic strips and training and encouraging adolescent girls and boys to become change-makers by creating awareness in the society and sensitising the community against GBV with the help of comic strips. Workshops are conducted to train young girls and boys in conceptualising and designing comic strips and forming a storyline with the help

of interesting characters. These comic strips are later printed by the NGO and displayed/pasted at the most visible points identified with the help of a transect walk. Locals are also involved through road shows, bike shows and walks including prabhat pheri (early morning chanting of prayers while walking through village streets by groups of people) to raise awareness against GBV and gender-based discrimination and violence.

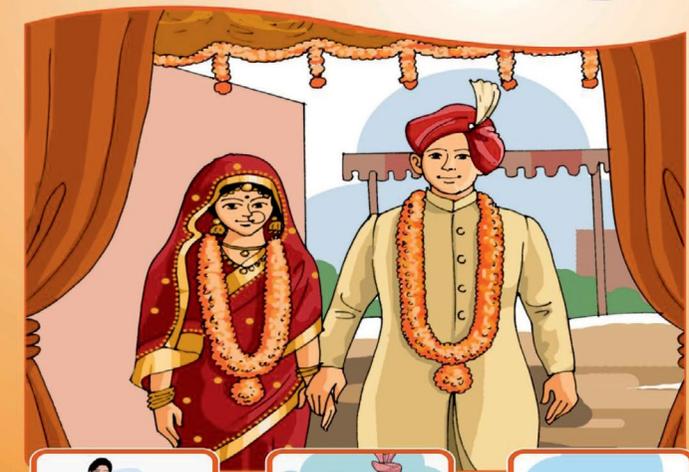
- Organising residential camps for both girls and boys. Unisex residential camps are being organised to encourage healthy interpersonal exposure among adolescents of both genders and provide collective brainstorming on issues.
- Using protagonists/ characters/ mascots in building awareness and sensitisation: As an example, 'Babli Kare Sawaal' (Babli questions!) has become quite popular in the areas of intervention. Babli, the programme mascot is an adolescent girl who provokes thoughts among the community members on issues related to GBV and gender discrimination through the posters. She questions her peers on issues related to gender discrimination, equal opportunities for both boys and girls in education, health, equal distribution of household work etc.

हमारे यहाँ अब 18 की उम्र से पहले लड़कियों की शादी नहीं होती,

...और आपके यहाँ?



**बबली
करे सवाल**



पूरी शिक्षा



शादी



माँ शिक्षित, बच्चे शिक्षित



यूरोपीयन यूनियन एवं ममता द्वारा जनहित में जारी



1

Maximising Outreach through Video Van Movements

An Overview

Key highlights of the Video Van

It is a community mobilisation tool to reach out, engage, and sensitise community on GBV and its impact on a girl's life, through education and entertainment.

The van is equipped with audio and visual aids, videos / films as well as IEC materials on the issue of GBV. It also includes a street theatre team that performs a play on the issue.

In a campaign mode, the van is operational for a cycle that comprises of a total run of 26 days. Three shows are done in a day.

Possible Venues

Video van movements can be organised in schools, market place and open communities / villages in a given gram panchayat to mobilise a particular community.

Type of Audience

The audience generally comprises of community in general (women and men, elders), PRI members, government officials, youth and children, and important opinion leaders.

Duration of the event

Each video van show is planned to run for a duration of 1.5 - 2 hours.

Response from the Community

- An immediate response from the video van is the dialogue that gets generated on the practice of child marriage and GBV among the audience. The combination of video show and street theatre along with good facilitation creates a stimulating environment that helps the audience to reflect on the issue.
- It enables them to contextualise the issue at the individual level and analyse the extent and various dimensions of its prevalence in their community. This reflection leads to a discussion exploring their own roles in addressing the issue and subsequently finding possible solutions at their end.
- An endorsement of the negative impacts of GBV on

girls from important stakeholders and opinion leaders adds to the overall weight of the message.

Process of Organising Video Van Movements Before the event:

- Create a budget for the event keeping a certain percentage for contingencies; follow this strictly.
- Identify NGO/CBO partners and communities or schools where the van has to travel. Fix meeting with the key authorities in these places.
- Meet the key authorities at the NGO/CBO or the school and brief them in detail about the issue and the purpose of the event as well as the expected response.
- In case of a village level programme, have preliminary meetings with the village elders, PRI members, and opinion leaders informing them on the purpose and need for conducting the event.
- Discuss and finalise dates, place, and duration of the event with relevant authorities.
- Prepare and sign an Agreement / Memorandum of an understanding with partners clearly spelling out the roles and responsibilities of those involved in organising the event.
- Identify and finalise the vendor meant for operating the van. Check the van beforehand to see if it fits your need. Then, sign a contract with the company.
- Finalise the specific place where the video van will be parked for the show.
- Finalise the route map from the starting point till the end.
- Seek permissions from the police and fire department, if needed.
- Inform the local media about the date, time, and venue

of the upcoming event.

- Finalise the programme plan and sequence of events and chalk out roles and responsibilities. Get this approved from your organisation's authorities. Do select a Facilitator / Master of Ceremony.
- Outline the key messages on GBV that will be given out to the specific audience. Subsequently, get your content experts to prepare the IEC and branding materials like banners, leaflets, flyers, brochures, etc. in the local language that can be distributed during the event.
- Prepare the script of the street theatre based on key messages and review the performance later.
- Identify volunteers from the school or community who can help before, during and after the event.
- Decide and budget for small mementos for volunteers to acknowledge their contribution. These could include certificates, memento items, trophy, etc.
- Budget and buy small merchandise that can be given away as gifts / prizes to community members or school children during the interaction sessions.
- Develop a pre and post-test format for the audience to test their knowledge and perceptions on the issue of GBV. This tool should be clearly printed in the local language.
- Create and execute a pre-event announcement plan for the community.
- Appoint resources and plan for recording / documenting the event either through video, audio, or written notes.
- Prepare invites and preferably deliver them personally to all important stakeholders.
- Finalise the chief guest and chief speakers and brief them.

- Prepare a list of names and contact numbers of all those involved in conducting the event.
- Have all IEC materials ready in adequate quantities.
- Collect facts and figures on the prevalence of GBV in the targeted area.
- Prepare a press release and appoint a media spokesperson for the day.
- Conduct a dry run of the final day with the team involved, reiterating everyone's responsibilities.

On the day of the event:

- Examine all arrangements at the inauguration and event venue carefully – route, location, banners, audio-visual system etc. Start and reach the venue early.
- Ensure that announcements are done a few hours before the event, especially in the village.
- Coordinate with the van vendor and partners so that the van reaches at the right time and the event flow is maintained.
- Brief the team of performers, mobilisers, trainers, and volunteers on their roles and responsibilities.
- Manage the flow of activities and crowd handling with the help of volunteers.
- Start the program with some games such as putting the ring on bottles from a distance, blind-folded tasks etc. with the community. These games are expected to attract crowds. Next, videos related to the problem of GBV are screened. Later, the street theatre performance takes place.
- Invite other speakers from the community / school to address the audience.
- Then, facilitate interactions with the audience by asking specific questions directed at them:

- » what did they just see?
- » what do they think about it?
- » is it something that happens in their community?
- » to what extent or degree?
- » who is responsible for the problem?
- » what can be done to address the problem?
- » what is our role?
- Ensure that the IEC material gets distributed by the volunteers covering entire audience.
- Ensure that pre and post-test forms are distributed, collected, and submitted after the event.
- Keep some pens handy in case people need them for filling the forms.
- Collect feedback from participants on the event and document it in writing or through audio/ video.
- Ensure documentation of the event through photography, videography, and / or written report.
- During the interaction session with the school children or community, especially during the question and answer round, recognise positive and encouraging responses through small rewards / gifts.
- Thank the community / school children for their time and active participation towards the end.
- Handover the press release and ensure media interaction through the spokesperson.

After the event:

- Report the event on various online and offline platforms and donors.
- Clear all vendor payments.

- Send thank you letters to influencers and partners for their collaboration and participation.
- Acknowledge the volunteers.
- File the free press coverage documentation along with the advertisement value equivalent quoted.
- Submit all pre and post-test forms to the Monitoring and Evaluation Team / Department.
- Obtain an analysis of findings from these forms.
- Review the event thoroughly with the team in terms of the achievements, challenges, and gaps. Document these and have the notes available for future reference.

- Send written reports/ highlights, photographs and videos to relevant internal authorities and external agencies and stakeholders, as well as to the donors

Before the event	On the day of the event	After the event
<ul style="list-style-type: none"> • Plan complete event including videos and street play • Draw up the Budget • Finalise partnerships with NGO/ School/ Van vendor • Meet Community representatives • Decide exact place & time • Map route for van • Seek Police Permission • Finalise key messages • Develop IEC material • Extend invitations • Identify volunteers • Put in place systems for documenting and M&E 	<ul style="list-style-type: none"> • Check on the venue and arrangements • Make announcements • Conduct ice breaking games • Distribute pre & post-test forms & give instructions • Watch out for time • Screen the Videos • Perform the Street play • Invite other speakers • Facilitate discussions • Distribute IEC Material • Give Press Release to Media • Document the event 	<ul style="list-style-type: none"> • Report event on online & offline platforms and donors • Clear all vendor payments • Acknowledge volunteers • Send thank you letters • Follow up on media coverage • Submit pre and post-test forms to M&E Dept. • Review event with team • Document the learnings

Some Do's & Don'ts

- Always have the video van route mapped beforehand based on trials. Do ensure that the roads are accessible and there is enough space to take the van through lanes. Specifically, rule out the possibilities of any typical obstructions like a tree, a roof or a sharp turn or corner.
- Take all civic permissions in advance to avoid any delays or failures during the event.
- The place selected to park the van and host the event should be a neutral place free from all discrimination based on caste or religion. Often, some places in the village have limited accessibility across castes and this can hamper all-round participation from the community members.
- The selection of time for conducting the video van event in the village and school needs to be decided in consultation with the community or the school authorities when maximum audience can be mobilised. Harvest period, festivals, or school examination dates should be avoided while organising such events as the community members are largely busy.
- The opinion leaders invited to the event should not reinforce gender discriminatory practices and attitudes in their speeches. If possible, they should be briefed well before their participation in the event.
- If media has been engaged for covering the event, it becomes important to appoint only one single person as the organisation's spokesperson. It is also helpful to have a press release ready for the event in advance (already vetted by supervisors).
- Event should not be ended without distributing the relevant IEC material to the community in local language. It is also important to share certain helpline

numbers with names of organisations and people who can be contacted later, if required.

- The appointed facilitator or master of ceremony for the video van event should be well informed on the issue and familiar with the community profile. This will help in carrying forward meaningful interactions with the community and deliver the right messages on the issue of GBV.
- If multiple video van events are planned for the same day, it is important to coordinate with all the teams and monitor the proceedings.
- A few innovations, though seemingly small can go a long way in building a strong relationship with the key stakeholders and seeking their active support for the cause. Some of these are:
 - » Giving a central role to the community representatives in planning the video van event
 - » Inviting government officials / police representative to flag off the van at its starting point
 - » Giving the TV remote to the community / PRI leader in the village to begin the video show
 - » Asking a PRI member to run the programme along with the Master of Ceremonies
 - » Asking the PRI members / police / govt. official to distribute prizes to community members who gave positive and encouraging responses in the Question-Answer session

Glimpses of Success from the Field

- The success of video van movement as a community mobilisation strategy lies in its ability to maximise community outreach.
- Given below are some specific successes related to

video van movements:

- » The video van movement essentially reiterates the messaging and learning that is shared through other trainings, meetings, and workshops on the issue of GBV.
- » The immediate effect is usually seen in the dialogue that gets generated on the practice of GBV. The public, in general, accepts that GBV is a social evil and gradually comes out with possible solutions to address the problem. The range of solutions that come up range from young girls taking on the onus of sensitising the community on negative effects of GBV and better implementation of the prevailing laws through active participation of community influencers- PRI members, educationists and religious leaders.
- » These runs can help in building good relationships with the community across different levels. The coordination activities before, during, and after the event help in networking and increasing grassroots presence within the communities.
- » PRI and service providers increasingly take a stance on GBV; for instance, a sarpanch in Ranchi who had earlier denied the existence of the issue in his village actually identified 10 cases of GBV after witnessing video van proceedings and continues to challenge the malpractices in his area with the help of local police. Another example states a 16% increase in reporting of domestic violence cases with Breakthrough's partner organisation after the video van run in the area of intervention.
- » There have been instances reported when police deployed armed guards to accompany the video



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van movements to combat insurgency threats existing in the area, free of cost.

Challenges and Mitigation

- To overcome safety threats to the video van teams, especially in areas of insurgency, it is better to have complete information about the audience, prior to the event. Careful planning and organisation is very essential and taking police cover can also be a good mitigation strategy, if required.
- Working in a campaign mode and doing several video van shows in one cycle makes it stressful for the troupe and the larger team. This often causes high levels of burnout and monotony leaving little or no time for review and de-briefings. To address this issue, shows must be well spaced out and planned allowing more time for the team to review, rest and enjoy their work.
- To prevent low attendance and limited participation from community members during video van events, it is important that date and time is selected in consultation with the community representatives and a good level of information dissemination through announcements and word-of-mouth is done for the upcoming event. NGO partners, community volunteers, and local representatives can play a key role in ensuring robust community participation.
- Video van teams can face instances of drunken brawl during the event, especially during late afternoons or evenings which can cause unnecessary noise and disruption in overall rhythm of the programme. In such situations, it is best to avoid any arguments with the drunken men. Instead, seeking help from local community representatives or leaders and requesting them to intervene in such situations have proven to be effective. Community volunteers from the same community can also

help in dissolving such situations. In fact, it is best to have police back up for evening shows being conducted in the villages.

- During the interactions, community members can pose difficult questions to the facilitators and one needs to constantly stay focused on the issue of GBV instead of diverting the discussions around other issues like poverty, education etc. Few typical questions can include - what can you / your NGO do for us; we have several constraints that you cannot understand; will you teach our girls etc. An effective strategy here could be giving them a patient hearing but bringing back the discussion to the issue of GBV. It would also be helpful to get the community leaders to respond to some of the specific queries.

Key Points to Remember!

Ensure multi-stakeholder participation

- Experience shows that community mobilisation initiatives such as the video van runs can yield larger gains if designed to reach out to multiple stakeholders across varied levels. In this case, seeking participation from government officials like the Block Development Officer and Block Education Officer, PRI members, ICDS supervisors, local NGOs, media, religious and political leaders, school authorities, SHGs, youth groups along with the larger community is essential for the success of the programme. Engaging these stakeholders into conversations around GBV can lead to good levels of sensitisation and ensure their buy-in, especially while challenging the issue of GBV at the community level.

Inform the co-facilitating stakeholders on the issue prior to the event

- It is useful to inform and educate the key stakeholders from the community who are likely to co-facilitate the event about the organisation's beliefs and approach to GBV. There should be alignment among all the facilitators during the event to avoid confusing the audience and disseminate correct messages at the community level.

Keep facts and figures ready

- It is a good practice to anticipate the kind of challenges or questions that the community or the audience can ask the facilitator during the interaction session. Subsequently, it is advisable to be ready with suitable responses that are substantiated with certain facts and figures on the issue of GBV and its prevalence in that specific area. Inputs could definitely be taken from the local government officials or the PRI members.

Prepare a follow-up strategy

- Video van runs often lead to sustained conversations within the community even after the event gets over. A follow-up strategy along with the local NGO partners or schools can ensure that the community remains constructively engaged with the issue either through formal and structured interactions like trainings or simply through informal meetings, or a combination of both. Integrating follow-up activities with multimedia, online and mass media platforms, wherever possible, could be benefitting.

Generate evidence

- Video van events must be seen as learning opportunities by generating useful evidence from it. Thus, simple mechanisms such as conducting pre-n-post-tests through short and simple forms, documenting the event using audio-video or narrative reports can be useful

in generating evidence. However, the findings emerging from analysis of the data should be reported back internally and externally to strengthen the overall process of community outreach and mobilisation.

Sensitising Stakeholders through Street Theatre

Illustration with Chanda Pukare

An Overview

Key highlights of the Street Theatre

- It is a community mobilisation tool to reach out, engage, and sensitise community on GBV and its impact on a girl's life, through education and entertainment.
- Chanda, a young adolescent girl, is the protagonist of the play titled as 'Chanda Pukare' (translating to 'Chanda Beckons!').
- The street play is conducted along with other activities such as video van movements or adolescent fairs.
- The street play is based upon the concept of forum theatre, which is a performance that functions to transform from spectator (one who watches) to a 'spect-actor' (one who watches and takes action).

A short scene by forum actors presents an issue of oppression and represents the world as it is – the anti-model. At a critical point, the play is stopped and the spectators are then encouraged to respond, play and take the stage to address the oppression, attempting to change the outcome through action (in the play). It is at that moment, the facilitator turns to the audience which is the community, facilitates responses, and encourages them to come to the centre, take on the role of the oppressed and respond how he or she thinks is correct. The show engages forum actors and spectators in fun, entertaining and enlightening community dialogue while collectively reflecting on an important social concern that impacts them.

Possible Venues

Street theatres can be organised in schools, market place and open communities / villages in a given gram panchayat to mobilise a particular community.

Type of Audience

The audience generally comprises of - community in general (women and men, elders), SHGs, CBOs, NGOs, youth and children, religious leaders and service providers like Anganwadi workers, auxiliary nurse midwives, trained birth attendants, primary health centre staff, teachers, PRI members, government officials, and important opinion leaders.

Duration of the event

The total running time of the play is slightly less than an hour (45-50 minutes).

Response from the Community

- An immediate response after the completion of street play is the dialogue that gets generated on the practice of GBV among the audience.
- The combination of street theatre and good facilitation creates a stimulating environment that helps the audience to reflect on the issue.
- It enables them to contextualise the issue at the individual level and analyse the extent and various dimensions of its prevalence in their community.
- This reflection leads to a discussion exploring their own roles in addressing the issue and subsequently finding possible solutions at their end.
- An endorsement of the negative impacts of GBV on girls from important stakeholders and opinion leaders adds to the overall weight of the message.

Process of Organising Street Theatre

Before the event:

- Preparing the script of the street play: In this case, the script of Chanda Pukare revolves around Chanda, an eleven year old spirited village girl wanting to attend school like her elder brother but is deprived of this development opportunity due to the existing exploitative gender norms and practices. Her father, who allows her to attend school at one point, eventually stops her and is determined to marry her away. (Refer to Annexure Part I for the play script in Hindi)
- Identifying and hiring professional street theatre actors: The play script demands three male and two

female characters played by performers with extensive experience of doing street theatre, in both rural and urban communities. It is important for the performers to be young at heart, enthusiastic, spirited and most importantly, willing to learn about the issue of GBV and imbibing new ways of acting and performing. These considerations must be the determining factors in their selection into the acting team.

- Identifying an NGO representative to become a part of the play as the 'joker' or facilitator and bring sensitivity and understanding on the issue during the performance. This value addition can instil strength and confidence during performance and prove to be a good strategy in terms of building the team capacity and ensure good quality output.
- Training of performance team and joker must be done around four areas - craft and technique; policies and legislations influencing the issue; knowledge of human psyche and behaviour and values and beliefs that guide the process. It is imperative for the team to learn the sensitivities and ethical considerations needed in their acting in terms of the language and actions, jokes and remarks, and the non-verbal communication with the spectators. It is a challenge to enable the actors to engage with the issue closely and understand it both from the view of the oppressor and the oppressed and develop the ability to respond to questions and responses from the community in a politically unbiased manner. The actors should be exposed to critical skills in spontaneity and tactfulness to equip them in handling unpredictable responses from the spectators. Another critical part of the training is to facilitate the actors into propagating a value-based framework where violence, exploitation, abuse, and discrimination of rights are absolutely non-negotiable.
- Create a budget for the plays setting aside a certain percentage for contingencies; follow this strictly.

- Identify NGO/CBO partners and communities or schools where the play can be performed. Fix meeting with the key authorities in these places.
- Meet the key authorities at the NGO/CBO or the school and brief them in detail about the issue and the purpose of the event as well as the expected response.
- In case of a village level programme, preliminary meetings can be held with the village elders, PRI members and opinion leaders informing them on the purpose and need for conducting the event.
- Discuss and finalise dates, place, and duration of the event with relevant authorities.
- Finalise the specific place where the play will be conducted.
- Inform the local media about the date, time, and venue of the upcoming event.
- Finalise the program plan and sequence of events and chalk out roles and responsibilities.
- Outline the key messages on GBV that will be given out to the specific audience. Subsequently, content experts can start preparing the IEC and branding materials like banners, leaflets, flyers, brochures, etc. in the local language that can be distributed after the event as a take away.
- Identify adolescent volunteers from the school or community who can help before, during and after the event.
- Decide and budget for small mementos for adolescent volunteers to acknowledge their contribution. These could include certificates, memento items, trophy, etc.
- Budget and buy small merchandise that can be given away as gifts / prizes to community members or school children during the interaction sessions.
- Develop a pre and post-test format for the audience to

test their knowledge and perceptions on the issue of GBV. This tool should be clearly printed in the local language.

- Create and execute a pre-event announcement plan for the community.
- Appoint resources and plan for recording / documenting the event either through video, audio, or written notes.
- Prepare invites and preferably deliver them personally to all important stakeholders.
- Have all IEC materials ready in adequate quantities.
- Collect facts and figures on the prevalence of GBV in the targeted area.

On the day of the event:

- Examine all arrangements at the event venue carefully – route, location, banners, audio-visual system etc. Start and reach the venue early.
- Before the play begins, ensure that a stimulating environment is created by placing standees with compelling photos and message on GBV. Banners can also be displayed.
- Ensure that announcements are done a few hours before the play, especially in the village.
- Coordinate with the performing troupe to ensure they reach the venue at the right time and the event flow is maintained.
- Brief the team of performers, mobilisers, trainers, and volunteers on their roles and responsibilities.
- Manage the flow of activities and crowd handling with the help of volunteers.
- Games or ice-breakers make a good starting point in the entire process. The 'joker' can start with one

such game or activity which essentially helps the spectators to loosen up, energise and get interested in the performance. Various games involving clapping, shouting out word opposites, repeating sentences with voice modulations etc. can be played to amuse and enthuse the spectators and set a good start for the performance. These games play a critical role in bringing the actors and spectators together.

- Pre-event test forms must be distributed to the audience for filling up and then collected back.
- It is imperative to inform the community at the outset on how the play performance is going to be different from what they may have seen earlier. The expectation that they will need to engage in the play once it reaches the climax is important to be clarified beforehand.
- Phrases such as "You have to decide the end for this play since we do not know what it is...so who all among you are ready to give it an end!" can be used. While at one level this raises the curiosity and interest of the spectators, at another level it puts an onus on them to extend their participation in the process.
- Actual Performance - Once the background is laid, the performance can begin. During the act, there should be constant interaction with spectators to keep the show alive and interesting. After reaching the climax (where Chanda, the protagonist tries to convince her father against marrying her), the play is stopped. Next, the forum is opened up and the spectators are asked to respond to the situation where Chanda resists meeting her prospective groom and his family. If the spectators do not come up willingly, the 'joker' must encourage them to come up and play the role of Chanda using a red scarf as a prop. The conversations between the father and 'Chanda' spect-actor continue until a satisfactory end is reached.

- In the end, the facilitator or 'joker' sums up the play and the key messages. He also thanks the spectators for their time and patience. This is followed by the distribution of literature on GBV and getting the post-test forms filled by the audience.
- Invite other speakers from the community / school to address the audience.
- Then, facilitate interactions with the audience by asking specific questions directed at them:
 - » what did they just see?
 - » what do they think about it?
 - » is it something that happens in their community?
 - » to what extent or degree?
 - » who is responsible for the problem?
 - » what can be done to address the problem?
 - » what is our role?
- Ensure that the IEC material gets distributed by the adolescent volunteers covering entire audience.
- Ensure that pre and post-test forms are distributed, collected, and submitted after the event.
- Keep some pens handy in case people need these for filling the forms.
- The pre-n-post-test can cover the following closed ended questions:
 - » Should the birth of girls be celebrated in the same way as boys?
 - » Should girls and boys be given the same kind of education?

- » Should girls and boys be given the same career opportunities?
- » Does marriage of girls before 18 years have a negative impact on her health?
- » Do you think a girl/boy is ready (emotionally and physically) to take on the responsibilities of marriage before 18/21 years?
- » Is it appropriate for a girl to turn down a marriage before 18 years of age offer selected by the parents?
- » Can girls and boys decide when they want to marry?
- » Government has provided various services for girl's education and marriage?
- » Do you think this kind of programme will raise awareness of ill effects of early marriage?
- » If you get to know of any GBV in your community, will you take action against it?
- » Will you motivate others in your community to act against GBV
- Additionally, new or unusual instances or responses can be separately documented by the team. Success case studies can also be developed and reported.
- Collect feedback/ sound bites / video shots from participants on the event and document it in writing or through audio/ video.
- Ensure documentation of the event through photography, videography, and / or written report.
- During the interaction session with the school children or community, especially during the question and answer round, recognise positive and encouraging responses through small rewards / gifts.
- Pictorial cards, bright and colourful with short

stories and messages on GBV can be developed as IEC materials in local language and distributed among the audience. Similarly, pictorial booklets giving information on what and why of GBV along with suggestions on how help can be sought and from where in case of an incidence of GBV must be prepared. A list of various agencies that can provide support and protection can also be listed in the booklet. These booklets can also touch upon the sexual rights dimension of the problem which might be difficult to address during the play. Such communication resources are instrumental in reinforcing the messages from the play and facilitate a better recall by the communities.

- Thank the community / school children for their time and active participation towards the end.

After the event:

- Report the events on various online and offline

platforms and donors.

- Clear all vendor payments, if any.
- Send thanking letters to influencers and partners for their collaboration and participation.
- Acknowledge the volunteers.
- File the free press coverage documentation along with the advertisement value equivalent quoted.
- Submit all pre and post-test forms to the Monitoring and Evaluation Team / Department.
- Obtain an analysis of findings from these forms.
- Review the event thoroughly with the team in terms of the achievements, challenges, and gaps. Document these and have the notes available for future reference.
- Send written reports/ highlights, photographs and videos to relevant internal authorities and external agencies and stakeholders, as well as to the donors.

Before the event	On the day of the event	After the event
<ul style="list-style-type: none"> • Plan complete event including videos and street play • Prepare play script • Hire and train the performance troupe and 'joker' • Draw up the budget • Finalise partnerships with NGO/ School/ SHG • Meet community representatives • Decide exact place & time • Finalise key messages • Develop IEC material • Extend invitations • Identify volunteers • Establish systems for Documenting and M&E 	<ul style="list-style-type: none"> • Check on the venue and arrangements • Make announcements • Conduct ice breaking games • Distribute pre & post-test forms & give instructions • Perform the Street play • Invite other speakers • Facilitate discussions • Distribute IEC Material • Document the event 	<ul style="list-style-type: none"> • Report event on online & offline platforms and donors • Clear all vendor payments • Acknowledge volunteers • Send thank you letters • Follow up on media coverage • Submit pre and post-test forms to M&E Dept. • Review event with team • Document the learnings

Some Do's & Don'ts

- Take all civic or institutional permissions in advance to avoid any delays or failures during the event.
- The place selected to perform the play should be a neutral place free from all discrimination based on caste or religion. Often, some places in the village have limited accessibility across castes and this can hamper all-round participation from the community members.
- The selection of time for conducting the video van event in the village and school needs to be decided in consultation with the community or the school authorities when maximum audience can be mobilised. Harvest period, festivals, or school examination dates should be avoided while organising such events as the community members are largely busy.
- The opinion leaders invited to the event should not reinforce gender discriminatory practices and attitudes in their speeches. If possible, they should be briefed well before their participation in the event.
- If media has been engaged for covering the event, it becomes important to appoint only one single person as the organisation's spokesperson. It is also helpful to have a press release ready for the event in advance (already vetted by supervisors).
- Event should not be ended without distributing the relevant IEC material to the community in local language. It is also important to share certain helpline numbers with names of organisations and people who can be contacted later, if required.
- The appointed facilitator or 'joker' should be well-informed on the issue and familiar with the community profile. This will help in carrying forward meaningful interactions with the community and

deliver the right messages on the issue of GBV.

- A few innovations, though seemingly small can go a long way in building a strong relationship with the key stakeholders and seeking their active support for the cause. Some of these are:
 - » Giving a central role to the community representatives in planning the event
 - » Inviting government officials / police representative to start the play
 - » Asking the PRI members / police / govt. official to distribute prizes to community members who gave positive and encouraging responses in the Question-Answer session

Glimpses of Success from the Field

The success of street theatre as a community mobilisation strategy lies in its ability to sensitise the community effectively. Given below are some specific successes related to forum theatre:

- Creation of strong partnerships and collaborations at the community level: Community at large (women, men and elders), various service providers, religious leaders, PRI members, Government officials, media (electronic and print), and school authorities in the intervention areas get better sensitised about the issue through such events. More importantly, after understanding the issue and their own role in preventing it, several of them are eager to strengthen this association and be more actively involved in the campaign. Forum theatre has also been recognised as a valuable approach in sensitising and empowering communities with little or no voice. There have been instances when certain government officials have requested the project staff to perform in specific areas (block or district) with large number of weaker

sections of the society.

- The immediate effect is usually seen in the dialogue that gets generated on the practice of GBV. The public, in general, accepts that GBV is a social evil and gradually comes out with possible solutions to address the problem. The range of solutions that come up range from young girls taking on the onus of sensitising the community on negative effects of GBV and better implementation of the prevailing laws through active participation of community influencers- PRI members, educationists and religious leaders.
- These runs can help in building good relationships with the community across different levels. The coordination activities before, during, and after the event help in networking and increasing grass root presence within the communities.
- PRI members increasingly take a stance on GBV; for instance, a sarpanch in Ranchi who had earlier denied the existence of the issue in his village actually identified 10 cases of GBV after witnessing video van proceedings and continues to challenge the malpractice in his area with the help of local police.

Challenges and Mitigation

- Unlearning by regular and seasoned theatre actors needs to be achieved before forum theatre nuances get imbibed by the performers. This needs focused efforts through intensive performance training and practice sessions.
- Assembling and retaining the forum theatre team can also become a challenge which needs to be addressed through close monitoring and problem solving by organising NGOs.
- The art of eliciting responses from the spectators needs to be practised thoroughly by the team and calls for focused team synergy.

- Reaching out to minority sections of the society and remote tribal communities can be difficult at times which can be addressed through relationship building with community leaders and prior information sent out to the audience explaining the objectives of the show.
- Safety and security of the actors needs to be carefully addressed in certain areas. It is better to have complete information about the audience, prior to the event. Careful planning and organisation is essential

and taking police cover can also be a good mitigation strategy, if required.

- To prevent low attendance and limited participation from community members during events, it is important that date and time is selected in consultation with the community representatives and a good level of information dissemination through announcements and word-of-mouth is done for the upcoming event.

- During the interactions, community members can pose difficult questions to the facilitators and one needs to constantly stay focused on the issue of GBV. An effective strategy here could be giving them a patient hearing but bringing back the discussion to the issue of GBV. It would also be helpful to get the community leaders to respond to some of the specific queries.

Key Points to Remember!

Empower the oppressed

Empowering the oppressed and believing in their capacities to give solutions is inherent to the ideology and format of forum theatre. The tool shows how well people engage with the issue, personalise it and provide local voices to solutions. The overall experience is extremely empowering for the women or the girl who muster enough courage to stand up in front of the crowd and speak and challenge their oppressor (the father in this case). For most, this is perhaps the first time they would have stood up to challenge an instance of exploitation.

Keep the play atmosphere safe for opinions to be expressed freely

People want to speak and voice their opinions but there are just not enough neutral and safe platforms and opportunities to do so. Through forum theatre, they get that unique opportunity. The willingness with which women, young girls and even boys have come up to express their opinion and stand is a strong indicator of the need to create more such equitable spaces to allow them to present pragmatic solutions to problems that impact them.

Ensure multi-stakeholder participation

Seeking participation from government officials like the Block Development Officer and Block Education Officer, PRI members, ICDS supervisors, local NGOs, media, religious and political leaders, school authorities, SHGs, youth groups along with the larger community is essential for the success of the programme. Engaging these stakeholders into conversations around GBV can lead to good levels of sensitisation and ensure their buy-in, especially while

challenging the issue of GBV at the community level.

Keep facts and figures ready

It is a good practice to anticipate the kind of challenges or questions that the community or the audience can ask the facilitator during the interaction session. Subsequently, it is advisable to be ready with suitable responses that are substantiated with certain facts and figures on the issue of GBV and its prevalence in that specific area. Inputs could definitely be taken from the local government officials or the PRI members.

Prepare a follow-up strategy

A follow-up strategy along with the local NGO partners or schools can ensure that the community remains constructively engaged with the issue either through formal and structured interactions like trainings or simply through informal meetings, or a combination of both. Integrating follow-up activities with multimedia, online and mass media platforms, wherever possible, could be benefitting.

Generate evidence

Street theatre events must be seen as learning opportunities by generating useful evidence from it. Thus, simple mechanisms such as conducting pre-n-post-tests through short and simple forms, documenting the event using audio-video or narrative reports can be useful in generating evidence. However, the findings emerging from analysis of the data should be reported back internally and externally to strengthen the overall process of community outreach and mobilisation.

3

Mobilising Adolescent Youth through Youth Fairs (Kishori Mela)

An Overview

Key highlights of Youth Fairs

- Adolescent youth fairs are targeted specifically at sensitising girls aged between 15 to 25 years on gender issues, in this case GBV and its impact on a girl's life. Adolescent young boys can also become part of these events.
- It is a community mobilisation tool to reach out, engage, and sensitise adolescents through a balanced combination of fun, entertainment, and education on the issue.
- Typically, it consists of many stimulating and competitive activities packed in a day but centred on the core message of standing up against the practice of GBV.

Possible Venues

This is mostly organised in middle and secondary schools, although certain gram panchayat fora can also be explored if the issue is prominent in the selected villages.

Type of Audience

The audience generally comprises of girls in the age group of 15 to 25 years from communities where GBV is a common practice.

Duration of the event

Ideally, the kishori mela should be conducted as a day-long school event lasting for 4 – 5 hours.

Response from the Community

- Kishori Mela creates a comfortable space for the girls to participate in interesting activities such as sports or arts which increases their levels of engagement during the event.
- It also provides a common platform for the girls as well as other stakeholders to deliberate and discuss the issue of GBV.
- Young girls assume the centre of a solution-finding exercise by suggesting how discriminatory practices can be halted in their villages and what roles could they play in the process.
- An endorsement of the negative impacts of GBV on girls from important stakeholders and opinion leaders

present at the event adds to the overall weight of the message.

Process of Organising Youth Fairs

Before the event:

- Create a budget for the event, allowing a certain percentage for contingencies; follow this strictly.
- Identify school/s where the event/s can be held. Brief the key school authorities including principal and teachers on the issue of GBV and purpose of conducting the event. Seek their active help during the meetings.
- The Block Education Officer and local PRI members in the gram panchayat must also be briefed about the upcoming event.
- Additionally, the School Management Committee (SMC) can be met to ensure involvement of a larger Parents' representative body as part of the event.
- Discuss and finalise dates, place, and duration of the event with the school authorities.
- Prepare and sign an agreement / memorandum of understanding with the school partner to establish the roles and responsibilities of those involved in organising the event.
- Hold quick and brief interaction with the girls to ascertain their level of understanding on the issue to develop an effective programme for them.
- Identify a group of volunteers among the girls in the school who can play an active role in planning and running the event.
- Finalise the programme plan and sequence of events and chalk out roles and responsibilities involving the students, teachers, and SMC members. Keep a

mix of various sports, arts, and learning activities. These could include: quiz or essay, painting and slogan writing competition on GBV, athletic events, documentary screenings, and discussions.

- Select a facilitator / Master of Ceremony for the event, preferably from your own organisation.
- Outline the key messages on GBV which would be shared with the audience. Coordinate with the content experts to prepare the IEC materials and branding materials like banners, leaflets, flyers, brochures, etc. in the local language to be distributed during the event.
- Finalise the list of questions to be asked during pre-n-post event test and get it approved internally before printing it. This tool should be in the local language and printed clearly.
- Inform the local media about the date, time, and venue of the upcoming event.
- Budget and organise for small mementos to be distributed to volunteers in recognition of their efforts as part of the event. These could include certificates, memento items, trophy, etc.
- Budget and buy small merchandise to be given away as prizes to girls during interactive sessions.
- Create and execute pre-event announcements around the village a few hours prior to the event.
- Establish a plan for documenting the event either through video, audio, or written notes.
- Prepare a list of invitees and deliver them personally to all important stakeholders.
- Finalise the chief guest and important speakers for the event and brief them beforehand on the objectives of the event and their role in conducting the event.

- Ensure adequate quantities of IEC materials get printed and stored safely before the event.
- Get facts and figures on the prevalence of GBV in the targeted area.
- Prepare a press release and appoint a media spokesperson for the event.
- Practice a dry run of the event with the team involved, reiterating everyone's responsibilities.

On the day of the event:

- Examine all arrangements at the venue – banners, audio-visual system, IEC material, information to guests, etc. Start and reach the venue early.
- Ensure mechanisms to manage the flow of activities and crowd handling.
- Start the programme with some motivational songs or slogans as ice-breakers.
- Conduct the event inaugural, keeping it brief and move on to the main activities for the day which could include forum theatre, discussions and quiz competitions.
- Distribute the questionnaires and IEC materials to the participants; give them enough time to read and attempt the questions. The quiz consists of 25 -30 questions on the following aspects of GBV:
 - » Legal age of Marriage
 - » Knowledge of Laws on GBV and legal action
 - » Factors leading to GBV
 - » Impact of GBV on girls
 - » Government Officials at the District & Block levels responsible for action against the issue
 - » Knowledge on schemes and other Govt. provisions to encourage Higher Education

- » Enrolment of adolescent girls in secondary schools
- » Steps one can take to speak up or stop GBV in their areas
- » Understanding of Sexual Harassment
- » Questions on videos and case studies presented
- During the quiz, girls must be encouraged to share their views without any apprehension and assured of confidentiality. The information thus received can become a valuable resource for the organisation in planning future interventions with adolescent girls.
- Collect and submit the questionnaires to the research and M&E team.
- Invite important speakers and chief guest to address the participants briefly; ensure there is representation from all important stakeholders.
- Close the session by summarising important learnings from the day.
- Collect feedback from participants on the event and document it through feedback forms and quick audio-video bites.
- Distribute reading material on GBV (FAQ booklet and flyers) covering causes and consequences, government schemes and legalities.
- Ensure documentation of the event through photography, videography, and / or written report.
- During interactive sessions with girls, especially during the Q&A round, recognise positive and encouraging responses through small rewards.
- Deliver the vote of thanks addressing all stakeholders including the students.

- Handover the press release and ensure media interaction through the appointed spokesperson.

After the event:

- Report the event on various online and offline platforms targeting internal team, partners and donors.
- Clear all vendor payments.
- Send thanking notes to influencers and partners for their collaboration and participation.
- Acknowledge the efforts of volunteers.
- File the press coverage documentation with the advertisement value equivalent quoted.

- Submit all questionnaires to the research and M&E team.
- Obtain an analysis of findings from these forms and disseminate the learnings – both internally and externally.
- Review the event proceedings along with the team in terms of achievements, challenges, and gaps. Document these and have the notes available for future reference.
- Send written reports/ highlights, photographs and videos to relevant internal authorities and external agencies and stakeholders, as well as to the donors.

Before the event	On the day of the event	After the event
<ul style="list-style-type: none"> • Identify potential school/s • Plan the entire event • Draw up the budget • Meet school authorities and finalise partnerships • Meet and inform the School Mgmt. Committee • Decide exact place & time • Finalise key messages • Identify student volunteers • Do rehearsals if needed • Develop IEC materials • Extend invitations • Plan documentation and M&E activities 	<ul style="list-style-type: none"> • Check arrangements at the venue • Start with motivational songs and slogans • Roll out the activity plan in sequence • Distribute IEC Material • Distribute questionnaires • Facilitate discussions • Seek views of the students on issues • Invite other speakers • Give press release to media • Document the event 	<ul style="list-style-type: none"> • Report event through online & offline platforms and include donors • Clear all vendor payments • Acknowledge volunteers • Send thank you notes • Follow-up on media coverage • Submit pre and post-test forms and questionnaires to M&E Dept. • Review event with the team involved • Document the learnings and circulate it

Some Do's & Don'ts

- Never roll-out a kishori mela activity without a clear purpose and plan. In the rural context, working on an issue like GBV can have socio-cultural and political overtones. Thus, it is important to have a suitable road map for the expected outcomes from this particular intervention with adolescent girls.
- The selection of time for conducting the video van event in the village and school needs to be decided in consultation with the community or the school authorities when maximum audience can be mobilised. Harvest period, festivals, or school examination dates should be avoided while organising such events as the community members are largely busy.
- The opinion leaders invited to the event should not reinforce gender discriminatory practices and attitudes in their speeches. If possible, they should be briefed well before their participation in the event.
- If media has been engaged for covering the event, it becomes important to appoint only one single person as the organisation's spokesperson. It is also helpful to have a press release ready for the event in advance (already vetted by supervisors).
- Event should not be ended without distributing the relevant IEC material to the community in local language. It is also important to share certain helpline numbers with names of organisations and people who can be contacted later, if required.
- The appointed facilitator or master of ceremonies should be well-informed on the issue and familiar with the community profile. This will help in carrying forward meaningful interactions with the community and deliver the right messages on the issue of GBV.
- A few innovations, though seemingly small can go a

long way in building a strong relationship with the key stakeholders and seeking their active support for the cause. Some of these are:

- » Giving a central role to the community representatives in planning the event
 - » Inviting government officials / police representative to start the play
 - » Asking the PRI members / police / govt. official to distribute prizes to community members who gave positive and encouraging responses in the Question-Answer session
- Ensure that adolescent girls are given adequate time to fill in their responses in the questionnaires. It is also important to clarify that the questionnaire is intended to provide an opportunity to them for expressing their views freely on the issue, rather than acting as a mere test paper. The girls may not even be asked to write their names, if they are uncomfortable with disclosure.

Glimpses of Success from the Field

The success of youth fairs lies in its ability to mobilise the younger population. Given below are some specific successes related to youth fairs:

- One of the biggest successes emanating from the event lies in triggering a reformatory thought process among young girls on the issue of GBV. The discussion fora provide for two-way conversation to take place thus enabling the girls to raise questions on the issue. It also presents a good opportunity for a cross-generational dialogue to take place around the issue between adolescent girls and the elders.
- The event presents a forum for girls to celebrate their youth together in a positive manner through interactive games, discussions, and debates on the issue of GBV. A comfortable and open environment

helps the girls to discuss mitigation strategies needed to address the issue at individual as well as community level.

- The platform of kishori mela encourages girls to speak up about serious concerns in their lives. Complaints related to sexual harassment surface during the event when probed by the organisation staff, as safety concern for daughters often leads to early marriage. These reported cases of sexual harassment can be jointly addressed by CSOs, the concerned school and other key authorities.
- Kishori mela is unique in its approach of introducing the adolescent girls to non-stereotypical activities to help break barriers created around them. They are encouraged to participate in football, hockey, marathons, kabaddi, quiz, and debates.
- The kishori mela also seeks active participation from a wide range of other stakeholders which includes the parents, SMC, PRI members, police officials, youth and adolescent girls and boys.

Challenges and Mitigation

- It is difficult to ensure full participation from girls who have not been given any choice or decision making power in their lives, especially belonging to remote rural and tribal communities. This can negatively impact open conversation on the issue of GBV thus leading to reduced understanding on local perspectives around causes and mitigation of the issue. To avoid this situation, it is recommended to hold few interactions with the potential audience before the actual event and build a good rapport. It can also be helpful to identify active students who are more vocal and confident than others to lead and engage their peers.
- Similarly, it can be useful to hold preliminary meetings

with stakeholders such as teachers, parents, PRI members, community elders, and other influencers to condition them into accepting arguments coming from better empowered girls during the event. Conservative mindset of some of these stakeholders can pose a challenge in building gender-equitable attitudes

among adolescents.

- During the interactions, adolescents and community members can pose difficult questions to the facilitators and one needs to constantly stay focused on the issue of GBV instead of diverting the discussions around other issues like poverty, education etc. An effective

strategy here could be giving them a patient hearing but bringing back the discussion to the issue of GBV. It would also be helpful to get the community leaders to respond to some of the specific queries.

Key Points to Remember!

Seeking active participation from girls

One of the most important considerations while using this mobilisation strategy is to ensure active participation from adolescent girls at all stages – planning, conducting, and evaluating the success of kishori mela. This is a critical consideration in designing the event to maximise learnings for all stakeholders. Inputs from adolescent girls are critical while deciding upon the types of activities to be included and gauging the depth of issue deliberation during the event. Ample care should also be taken to ensure that the presence of seniors and elders from the community, school management, and government administration during the event doesn't overshadow the participation levels of girls.

Ensure multi-stakeholder participation

Seeking participation from government officials like the Block Development Officer and Block Education Officer, PRI members, ICDS supervisors, local NGOs, media, religious and political leaders, school authorities, SHGs, youth groups along with the larger community is essential for the success of the programme. Engaging these stakeholders

into conversations around GBV can lead to good levels of sensitisation and ensure their buy-in, especially while challenging the issue of GBV at the community level.

Keep facts and figures ready

It is a good practice to anticipate the kind of challenges or questions that the community or the audience can ask the facilitator during the interaction session. Subsequently, it is advisable to be ready with suitable responses that are substantiated with certain facts and figures on the issue of GBV and its prevalence in that specific area. Inputs could definitely be taken from the local government officials or the PRI members.

Prepare a follow-up strategy

A follow-up strategy along with the local NGO partners or schools can ensure that the adolescent groups remain constructively engaged with the issue either through formal and structured interactions like trainings or simply through informal meetings, or a combination of both. Integrating follow-up activities with multimedia, online and mass media platforms, wherever possible, could also be benefitting.

Generate evidence

Fair events must be seen as learning opportunities by generating useful evidence from it. Thus, simple mechanisms such as conducting pre-n-post-tests through short and simple forms, documenting the event using audio-video or narrative reports can be useful in generating evidence. However, the findings emerging from analysis of the data should be reported back internally and externally to strengthen the overall process of community outreach and mobilisation.

Prioritise non-stereotypical activities during fairs

A key point to remember while organising adolescent fairs is to avoid gender stereotyping through any of the activities included as part of the event. The idea is to create a platform where girls acquire new experiences by participating in activities like football, sprint races, debates, and quiz – typically, those activities which are generally limited to boys. These activities should be directed towards generating a thought process and subsequent debate among girls on the issue of GBV. This event should certainly have an implicit purpose of boosting the confidence and morale of the girls and helping them to discover their strengths.

4

Leveraging upon Digital Media through Gram Vaani

An Overview

Key highlights of Gram Vaani or Mobile Vaani as a community mobilisation tool

The platform makes use of mobile-based technology for community awareness, sensitisation, and mobilisation.

- The mobile vaani is a common platform for people to express their views, share their experiences, and address their questions/doubts on the issue of GBV. The platform can also extend its functionality to cover a range of other social issues affecting the lives of community members.
- Mobile phone powered radios are used for social messaging on GBV and engaging listeners in interesting and interactive programmes.
- Content disseminated through a 'radio-over-phone' platform successfully reaches areas with low

television or print media penetration.

- An intelligent Interactive Voice Response (IVR) system allows people to call into a number and leave a message about their community, or listen to messages left by others related to the issue.

Potential beneficiaries

- Consists of rural and urban communities residing in high GBV incidence areas where mobile phones are widely used by women, men, and youth.
- Type of listeners / callers / participants
- The audience generally comprises of community in general (women and men, elders), PRI members, government officials, youth and children, and important opinion leaders.

Duration of the campaign

- Consists of bi-weekly broadcasted programmes - eight episodes of 10-15 minutes each spread over a 3-4 month period. However, the campaign design can be changed to last longer or shorter.

Response from the Community

- A dialogue gets generated on the practice of GBV among the audience. Callers express their views by sharing real life events, interviews, poetry, songs, and even short-length plays. For example, women call to share how they were married off as children and had to face tough socio-economic consequences.
- Constant conversations around GBV enable the audience to contextualise the issue at the individual level and analyse the extent and various dimensions

of its prevalence in their community. They also receive pertinent information related to their own rights and entitlements.

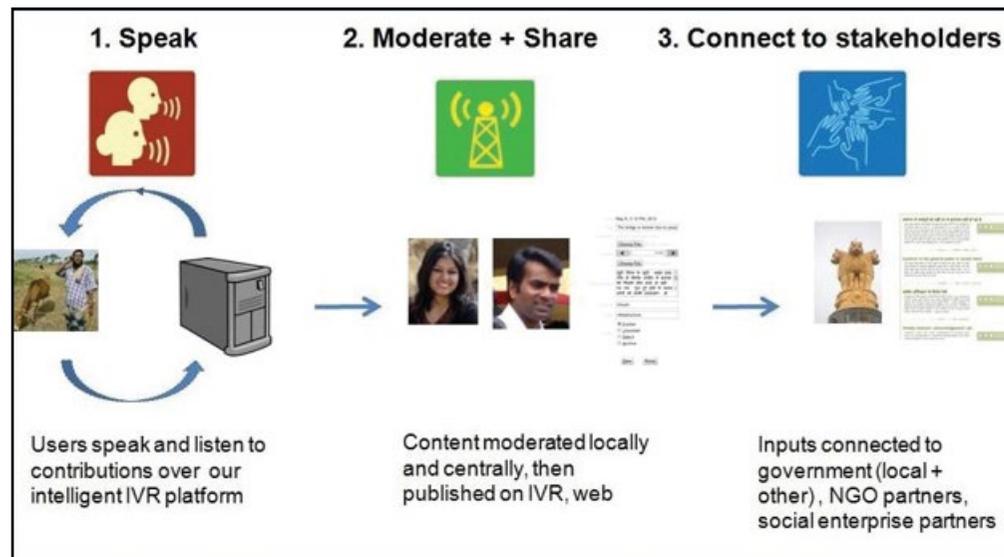
- This reflection leads to a discussion exploring their own roles in addressing the issue and subsequently finding possible solutions at their end.
- An endorsement of the negative impacts of GBV on girls from important stakeholders and opinion leaders adds to the overall impact of the message.
- As a result of this awareness, both callers and listeners of Mobile Vaani reportedly question or even address the gaps in the service delivery system of the government through NGO/CBO support.

How Mobile Vaani works

- A Mobile Vaani platform can be reached by placing a missed call to particular number which is followed up by a call from the server, or even through a paid call to a separate number.
- When the beneficiary audience gives a missed call, the server calls him/her back.
- An interactive voice response system (IVRS) allows people to call into a number and leave a message about their community, or listen to messages left by others. Essentially, an IVR system gives them options to leave a message and hear a message.
- A pre-recorded message is delivered to the caller allowing her / him to either listen to audio

programmes or record their narratives and opinions on the issues or any episode or another related issue which they feel strongly about.

- The contents delivered to the IVR are moderated before being published on the web or IVR.
- For increased effectiveness of this platform, relevant inputs are then connected with the schemes and programmes of the NGOs and / or the Government.



The Mobile Vaani strategy uses a participatory communication that enables two community level dynamics; which are:

1. Access to **contextual information**, and
2. **Sustained accountability loops**, which leads to social change.

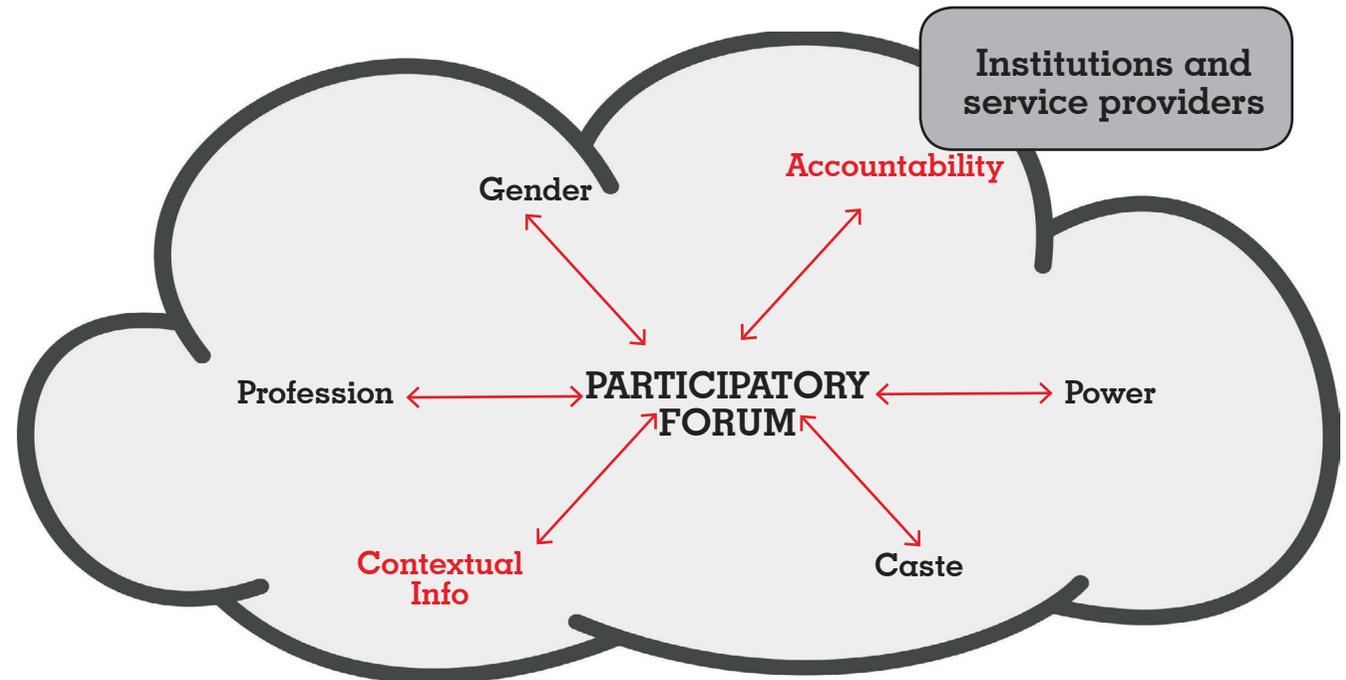
Rural communities are usually segmented based on caste and power dynamics, with some segments being more aware and resourceful than others. These power dynamics can be challenged safely through equitable access to community media fora such as Mobile Vaani.

These fora also allow cross-learning among communities thus improving awareness levels on human rights and entitlements more effectively than traditional forms of externally originated broadcast communication. This increased awareness helps create demand for social services, which is transparently shared on the same forum further leading to improved accountability by allowing communities to cite deficiencies and gaps in service delivery.

The platform of Mobile Vaani also helps generate critical data on service delivery that can be used by organisations and policy makers to understand problems and arrive at data-driven objective solutions.

Glimpses of some stories and opinions shared on Mobile Vaani

“Sakshi Mahto talks about tribal population living in Bhuiyya Tola where the people marry their children early because of the lack of space in their dwellings. According to the people, since they live in very small houses, the only solution is to marry their children at a young age so that they can have enough space to live. While in case of boys, parents force them to migrate to the towns to



earn a livelihood and find a place to live separately, in case of girls, the only solution is to get them married off. She requests the Government to look into this matter and prepare policies that can help resolve such practical constraints of the tribal families to help address the larger issue of GBV.”

“Subhrish Pathan from Chandrapura, Bokaro, gives his opinion on how GBV can destroy a person’s life. He says that in his village, people don’t think before getting their sons married at an early age. According to him, since the couple gets married in their teenage, the groom does not realise the responsibility that comes with marriage. On the other hand, the young wife gets pressurised to bear children at an early age and failing which, the couple is

forced to go to the hospital for various check-ups. All this causes a lot financial distress leading the husband to resort to alcoholism. Thus, GBVs lead to various other serious problems that destroy lives of young girls and boys.”

“Bipin Bihari Singh from Latehar, Manika, recalls the story of a child bride from Vishnubandh, who was married off when she was only 11 years. In the year 2011, she became pregnant and in 2012 she was taken to the nearby health care centre which further referred her to the district hospital due to her serious condition. The doctors at the hospital performed an operation after which the child died and within few hours the mother also succumbed. He urges the people who believe in GBVs to not sacrifice their daughters and children as they are the ones who are at



loss eventually. Instead, invest in them and make them an asset who can help in the progress of the family and society as whole.”

“A significant percentage of people who called up shared that they practice GBV out of an extreme fear for the safety of their girl child. While most of the women callers believed that GBV should not exist, around 80 percent of the men callers said that they fear for the safety of their daughters. They prefer to marry off the girls at quite a young age than risking their dignity.”

Process of Organising Digital Media Campaigns

- Mobile technology as a medium of message dissemination is unique to the issue of GBV. The process by which a community radio-over-phone platform can be set up and executed has been described below:
- Identify potential communities and target groups where this medium can be used.
- Conduct a research on mobile usage to understand mobile consumption patterns and how the target groups engage with mobiles. For example, the research done before starting Jharkhand Mobile Vaani brought forth facts such as:
 - » A mobile phone is shared among all family members and is hence kept in a common place in the house making it accessible to everybody
 - » Women are active users of mobile phones and radios-on-mobile phones
 - » Women manage to find some minutes or hours of privacy when they have access to a mobile for their personal use

- » Mobile phones are a popular source of entertainment due to frequent and long power cuts and lack of any other source of entertainment
 - » The areas have low levels of literacy and hence voice is the most preferred and best source of entertainment
- Based on findings, develop a broad framework and plan, internally, for setting up Mobile Vaani and outline a comprehensive budget.
 - Identify and engage with a well experienced media and communications partner. Provide important insights to the media partner regarding programme objectives and community profile with respect to the issue of GBV. Then, finalise the structure of the platform and related processes. Plan and budget to roll out the platform along with the partner. Seek necessary internal as well as donor approvals on the plan and budget. Sign the Memorandum of Understanding with the partner.
 - Create a range of promotions to inform a wide cross-section of people in the community about the campaign encouraging them to provide latest updates, real life experiences or feedback, comments/opinions and case studies. This helps in sourcing the content for the Mobile Vaani platform which is then finalised after inserting expert comments, drama, songs etc. appropriately (as and when available).
 - To be able to develop a user-friendly interface, it is advisable to conduct parallel training programmes and workshops with women and youth to encourage them to use the radio platform to talk about the issue of GBV. These sessions could be facilitated on platform usage, gender, sexuality, and human rights to create a dialogue on the social issue. Adolescent boys and girls, in particular, get encouraged to produce content in the form of short interviews of community members or giving their own sound bites on GBV.

- Based on the responses received from people, develop a short compilation of items (referred to as 'episode'). This can be presented during the special timings meant for airing the campaign content, say for instance, twice a week.
- Plan each episode carefully considering the target community's tones and mind sets while focussing on filling the gaps in knowledge and perceptions.

CASE STUDY: BREAKTHROUGH JHARKHAND MOBILE VAANI (JMV)

- After the launch of mobile vaani platform, 88 percent of the content contributors recorded personal views on reasons behind GBV, its implications and recommendations for eradication. Almost 8 percent people left content that was entertaining in nature such as poetry, drama, songs, and stories on the issue, followed by 4 percent contributors who left information about government prohibitions on GBV. With the help of the raw content, eight episodes of

10-15 minutes duration were produced for the four weeks of campaign against GBV. Additionally, for the first four episodes, quizzes were done to test the recall and recap of the listeners. For the last four episodes, an in-house radio drama was created by the JMV content team on the issue of GBV. This drama was titled as "Chhutki ki Kahaani". The content of the eight episodes is shared below:

- Always acknowledge the content contributors and quiz winners at the end of each episode for their participation in this campaign.
- Finally, develop a robust M&E and documentation system for monitoring the campaign and ensure that the learnings get analysed and shared with the community and team members. The lessons learnt from this platform can also be well integrated with the organisation's mass and mid-media efforts for a more comprehensive response to the issue.

Glimpses of Success from the Field

- The success of mobile-based radio as a community

awareness and mobilisation tool lies in its ability to use digital technology with a wide range of populations.

Given below are some specific successes related to Gram Vaani:

- GBV is largely a rural phenomenon in India and mobile radio has proved to be an effective strategy for closer engagement with the rural audience, especially with women and non-literates. While one is able to reach out to large groups of people through the medium of street theatre, video vans, and gender trainings, reaching out to women has been a challenge as women's access to public spaces in the villages remains fairly limited. Mobile phones become an effective medium in reaching out to women as they have access to a phone and use it to listen to radio programmes in their leisure time.
- For example – JMV managed to reach 17 districts of Jharkhand state with messaging on preventing GBV with more than 150,000 voice and SMS and more than 35,000 unique callers in four months including a large participation from women. The platform also witnessed over 100,000 users that call over 2000 times per day, and discuss wide ranging issues on culture, local updates and announcements, government schemes, and information sharing. There have been more than 500 contributions on GBV where callers have expressed their views, opinions, shared life-stories, interviews, poetry, songs, and even short-length dramas.
- Mobile Vaani acts as a social media network for people who are illiterate and mostly belonging to rural populations.
- The digital media platform is truly directed at engaging people for social change. People listen

Episode No.	Episode Content
1.	Introduction to the issue of GBV – Information on GBV and the Prohibition of Gender Based Violence Act (2006)
2.	Reasons for GBV
3.	Implications of GBV
4.	Case Studies
5.	Radio Drama "Chhutki ki Kahaani" first episode where Chhutki gets married at the tender age of 14.
6.	People's interviews and opinions on GBV and "Chhutki ki Kahaani" episode 2 where Chhutki has to adjust with her parents-in-law and take up the responsibilities of being a dutiful daughter-in-law.
7.	Dramas recorded by the community people on the issue of GBV.
8.	People's recommendations on stopping GBV and the next episode of "Chhutki ki Kahaani" where she is forced to do household work and not allowed to study.

to various audio interviews, radio drama and discussions related to GBV and also record their suggestions and queries and get back to the organisation.

- The trends and deep insights that emerge during the campaign present a unique opportunity to broaden the scope of the intervention to include a strong advocacy component.
- The use of mobile radio in campaigns generates huge interest among several community members who take the lead as issue advocates. These advocates can be trained to report cases of GBV from their respective localities and help in bridging the gaps in scheme implementation at the block level.

Challenges and Mitigation

- Some of the challenges faced during the execution of this platform could include:
- The number of listeners can easily outnumber the callers/contributors leading to content gaps. This necessitates taking specific measures to encourage the callers to also contribute to the content of the Mobile Vaani in the form of episode feedback or real life experiences and stories. In this regard, college youth can also be targeted through workshops informing them about the platform and their potential role in contributing stories and thoughts on the issue of GBV.
- The number of women callers is quite low as compared to men. While women form a big percentage of listeners, their contribution in the form of comments, experience sharing and feedback is less owing to their oppressed status in the communities. A mitigative measure that could be taken to address this

Key Points to Remember!

Encourage more callers - especially girls and women

To encourage more callers, especially women and youth, it is helpful to conduct focused group discussions or workshops to inform female audience about the purpose of this initiative and the vital role they could play by contributing sound bites on the issue. A two-day workshop, preferably, should be organised with these groups in schools, colleges and most importantly, in the villages.

Establish links with other interventions

It is important to link the learnings and outcomes from this platform to other initiatives of the organisation in addressing the issue of GBV. The first phase of the programme can be related to educating people on the ill effects of the practice after which they can begin sharing their experiences on mobile vaani. Subsequently, the

challenge includes doing focused group discussions with women in the target communities, explaining the programme and its purpose, and collecting audio-bites from them.

These interactions may be necessary till women / girls feel more confident to call and leave messages on their own.

- Maintaining high levels of creativity during the production of engaging and entertaining radio

organisation can design the next step to establish a reporting mechanism in registering GBV cases with government officials and prevent GBV incidents with the help of the community change agents.

Identify and build change actors

Active and confident callers – women, men and youth, should be tracked and linked to the next levels of the programme. They could be trained as social change actors or rights advocates by the organisation and engaged in other initiatives to address the issue of GBV effectively.

Generate evidence

It is imperative to have a robust M&E and documentation system to capture the lessons learnt through the platform. The learnings should be well integrated with the organisation's mass and mid-media efforts, and form the basis for all onward decision making on strategies to address GBV in the region.

programmes around GBV can also become a challenge. In the absence of creativity, boring and monotonous programmes tend to lose listenership over a period of time. Seeking continuous community inputs and active research on the subject can prove to be a helpful mechanism in addressing this particular challenge.

Planning your Community Event/ Meeting in Five Easy Steps

Holding successful community meetings and events are critical for any civil society organisation working in the field. Here is how you can do it in five easy steps.

1: Define Your Objectives

Figuring out your objectives is the first step in planning a successful event. Think about how you can enrich your current programming and/or support your organisation's long-term goals.

- Are you interested in galvanising your members or new supporters for a major initiative in 2015?
- Do you want to heighten your organisation's profile and build new partnerships?
- Are you hoping to reach out to new audiences to

engage them for the first time?

- Can you use this meeting/ event to bring together groups that might not have a chance to talk to each other otherwise?

Having a sense of what you would like people to take away from the event or meeting will help you plan and set the tone.

Here are some possible objectives (not a definitive list – just a few ideas to get you started!):

- Foster public awareness about ongoing human rights challenges. If your main objective is public education, plan to set aside at least half an hour for Q&A with the audience, and have fact sheets handy. A panel of advocates and people whose lives and communities have been directly impacted by child marriage and

GBV can be a good way to draw the connections to the struggles faced by the community.

- Raise the visibility of your organisation. If your goal is to showcase your organisation's work, invite people who can raise the profile of your event, including press, potential funders and other influential decision makers.
- Spark intergenerational, interreligious or other intergroup conversations. If you aim to bring together people of different communities, castes, ages, and backgrounds, try to make sure that your co-sponsors, speakers, panellists and moderators reflect the diversity of the audience you hope to reach. And plan to hold your event in a neutral, safe space so that everyone feels welcome.
- Highlight ongoing coalition-building efforts and

connect motivated audiences with ways to get involved. For an action-oriented event, prompt panellists or other participants to focus on what needs to be done and how audience members can contribute. Provide them with immediate actions they can take, even if it is as simple as signing up to participate in future event.

- Build coalitions with new allies who are “unlikely partners”. If this is your goal, be sure to recruit co-sponsors for your event, and think outside the box! For example, if your organisation is focused on child rights challenges in India, you might try partner with an advertising company to create public social advertisements for you.
- Encourage new community leaders from all walks of life stepping up to take action in their own communities. You might focus your event to inspire adolescents and young people to believe that they can make a difference and direct them to local leadership development or civic engagement programmes.

2: Identify Your Target Audience

Once you define your objectives, you’ll have a better sense of who your target audience is. Even if your organisation does not have direct connections to your target audiences, you can partner with community based organisations.

3: Recruit Partner Organisations

It’s always good to invite other groups and organisations to partner with you on your event. Depending on their interest and capacity, partner organisations not only help broaden your reach, but they can also lend credibility and contribute ideas, time, resources, and/or panellists for the event. In some instances, event-based partnerships can even pave the way for long-term relationships that will benefit your mutual efforts. You might consider the following groups as potential partners:

- Human rights organisations
- Civil rights groups
- Youth-focused organisations
- Universities and colleges
- Sports-oriented groups
- Faith-based or interfaith organisations
- Community foundations
- Corporate responsibility groups/
- Civic engagement organisations
- If you’re reaching out to a new organisational partner, stress that the fact that you’ve never worked with them before makes you all the more excited to do so now!
- Let them know about partner benefits, specifically that their involvement can be a good opportunity to spotlight their work, raise the visibility of the organisation and reach new audiences. If you are open to a more collaborative partnership, invite them to get more involved in event planning and design,

such as suggesting panellists for the discussion, brainstorming target audiences, etc.

- Remember that groups have different capacities, so their level of involvement will vary. Some will simply just send your email blast to their listserv, others might get more involved in event planning, and some might even be able to contribute funds. Be mindful of what your partners are capable of and make sure you’re not asking them for too much (or too little!) as you plan your event.
- Rounding Up RSVPs: If you are collecting RSVPs, make sure there is a single point person or RSVP system so you have an accurate head count at all times. Also, keep in mind that some people may not end up coming – and others will show up without having RSVP’d! It’s generally safe to accept about 30% more RSVPs than you have seats. You can also keep a running list of everyone who tries to RSVP once the limit has been reached and let them know that a limited number of seats may become available the day of the event.

4: Set the Agenda

- There are many ways to structure your event to engage your audience. Here are a few possible formats and ideas:
- Invite a Keynote Speaker: Invite a local leader to speak about the issue, the role of partners in addressing the same.
- Present a Panel Discussion: Panellists can help put the issue in context, whether it’s providing background information about the issue or connecting the issues to contemporary child rights concerns. It’s

always a good idea to have a range of perspectives represented – possible panellists might include activists; community leaders and organisers from civil rights organisations; and elected officials. Partner organisations are great resources for potential panellists for the discussion, and they'll be even more eager to promote the event if they are being represented.

- **Host a Reception:** A public meet-and-greet platform will allow opportunities for networking and continued discussion. You might even consider hosting a VIP reception with local leaders, policymakers, and funders. Whatever you decide to do, refreshments are always a good idea!
- **Invite the Press:** You might consider hosting a press briefing.
- **Celebrate Shared History:** Organise an intergenerational event where parents can talk about their involvement in community building and adolescents can discuss what matters to their generation.
- **Present Your Work:** Consider what issues can be linked to your existing advocacy efforts. Highlight those issues and provide concrete action steps for participants on how they can support it.
- **Distribute Materials and Resources:** Present audience members with fact sheets, copies of discussion questions or flyers about upcoming events. You and your partner organisations can also arrange literature outside of your screening venue so that audiences can learn more about your work.
- **Suggest Further Outlets for Action:** Offer audience members concrete ways they can get involved and support your and your partner organisations' work.

These might include visiting your website to find out about upcoming events, volunteering, becoming a member, making a donation, etc.

- **Ask for Support.** There's nothing wrong with making a funding pitch at the event, especially if your audience includes potential big-time donors.
- **Stay In Touch!** Have a system for collecting email addresses at your event, and follow up with them and co-sponsor organisations in the days after. You've worked too hard to let those relationships disappear!

5: Get the Word Out

- If you or one of your partner organisations has a communications department, get them involved right away.
- But even if outreach is new to you, here are some simple ways you can get the word out: **Make it easy.** Spend a few minutes thinking about your target audience and how you can reach them where they already are. What do they already listen to, read, watch, and log on to? Those are the first places you should target.
- **Nail the details.** Confirm the exact time, location, venue, and schedule before you send out notices to anyone.
- **Be sure to give everyone credit for their hard work:** include a complete list of your partner organisations in all of your outreach.
- **Think local.** All of your outreach should highlight local hooks that are most relevant to your community and target audience.

- **Hit the inboxes.** The simplest thing you can do to promote your event is to create an email blast and send it out widely via email discussion lists. Send out two emails: the first at least two weeks before your event, and then a reminder several days before.
- If you have a website of your own, make sure to post information about your event there. Ask any co-hosts to do the same.
- Post flyers in high-traffic areas, such as college campuses, community centres, and recreation halls.
- **Start the presses.** Ten days before your event, send a press release to local newspapers, radio stations, and blogs, including ethnic media. Depending on the focus of your event, you may wish to target reporters covering civil rights issues, international affairs, sports, or local events, and remember to customise your press release to highlight the issues relevance to local concerns.
- **Get on the air.** Make calls to local television and radio programmes including local news programmes, talk radio, youth programmes, or sports stations. Let them know about your event, explain its importance to your community, and if possible direct them to a local spokesperson (such as a staff person or panellist) who can be available for interviews. Try contacting assignment editors (for local TV news) or producers (for public affairs programmes or talk radio).

Planning Checklist

Preliminary planning – at least 6 weeks ahead

- Book the venue and date for your community event. Be sure to confirm all the basics:
- Is the space big enough for your audience?
- Does the venue have a projector and an adequate speaker system?
- If you'll be setting up a panel or reception, are there enough microphones, tables, and chairs?
- Recruit local organisational partners to broaden your reach, and help identify roles for each one (such as publicity, panellist coordination, and reception planning).
- Determine speakers, panellists, performers and a moderator (if applicable).
- Create your flyer, email blast, and press release.

Logistical planning and initial outreach – 3-4 weeks ahead

- Get the word out electronically (Facebook, Twitter, etc.). Make sure to include a contact, your website and RSVP information, if applicable.
- Check all of your equipment with the DVD you'll be using for your event.
- Secure food for reception (if applicable).
- Draft event agenda and vet with partners.

More logistical planning – 2 weeks prior

- Send out press releases to media outlets like local papers, television stations and/or radio programmes and let them know about your event. Be sure to identify a pressperson who you will follow up with later.
- Post your flyer in high-traffic areas. Be strategic: publicise in areas that your target audience will frequent.
- Confirm all details with event staff (caterer, venue, IT, etc.) and finalise agenda.

Media outreach – 10 days prior

- Follow up with press who expressed an interest in covering the story. Remind them what makes your event unique and important for the community.
- Email and/or make calls to other individual press-persons that you identified earlier.
- Final planning – several days prior
- Test all logistic details and equipment one last time to make sure there aren't any glitches.
- Send a reminder email blast.
- Make copies of handouts to distribute at the event.

At the event itself : Have a timekeeper so that panellists/speakers remain within their assigned time.

- Take photos!
- As people arrive, ask them to sign up to receive updates from your organisation.
- Announce a call to action or have materials available for attendees to follow up.
- Upload your event photos and connect with others.

At Your Event:

- Explain the purpose of the conversation. To keep the group on track, clearly articulate your goals for the event at its outset. Why did you bring everyone together?
- Take a minute to reflect. Right after you present the issue on child marriage and GBV, ask people how they felt about it. Let people speak from their hearts before you move the conversation into the discussion questions. Sharing is a powerful experience, and sharing it on an emotional level is one great reason to host a community event.
- Set ground rules. Whatever format you decide to use for your event – panel, debate, town hall meeting – it's a good idea to establish some ground rules for the discussion before you proceed. This is especially important if you're bringing together people who don't know each other and who may be accustomed to different ways of expressing themselves. If time permits, it's a good idea to brainstorm guidelines as a group by asking participants what they need to feel comfortable engaging in the discussion.

Social mapping – What and How?

What is social mapping?

The social mapping is a visual method of showing village resource, important key factors for programme implementation; anticipate challenges and opportunities to engage people in the area. Social mapping can be used to present information on village layout, infrastructure, demography, ethno-linguistic groups, health pattern, and wealth.

The current social mapping guideline will be helpful in identifying key issues pertaining to prevention of school drop out, child marriage and GBV by using participatory research method.

Objective: The current social mapping process will focus on

1. Identifying key visible and tangible issues in their village leading to child marriage, school drop out and GBV.
2. Identifying key decision makers and stakeholders in the village
3. Identifying effective strategies for collaboration

Process of social mapping:

Step 1: Prepare a base map:

Map on which all the households of the area are located (e.g., a village, a neighbourhood, a rural zone, roads surrounding village etc.).

(Instruction- Each level can be given its own symbol or colour code)

Step 2: Identify important facilities:

- Educational institutions (formal and informal)
- Health facilities e.g. PHC, CHC
- Source of water
- Any outside sanitation system in the village or public toilets
- Lighting facilities
- Religious institutions e.g. temple, mosque, church

Step 3: Identify social engagements:

- Village social groups
- Girls' cub
- Boys club
- Play ground
- Community meeting hall

Step 4: Identify key stakeholders

- PRI office
- ASHA and AWW workers in PHC
- Village health and sanitation committee (VHSC)
- Any other stakeholder group such as SHG, child protection committee, SMC

Check that you have got all the following information after the social mapping:

- Have you identified resources present in the village?
- What resources are scarce?
- Do women have access to land?
- Where do people go to collect the water?
- How far is the secondary school?
- How safe is the commute to school?

- Where do people go for leisure?
- What kind of development activities do you carry out as a whole community? Where?
- Which resources do you have the most problem with?
- Which resource do you have the most problem with?
- Which factors leads to child marriage for whom?
- Do girls go alone to schools? If yes then why?

Things to be carried

- Brings along material for copying what is drawn on the ground during an event: - white A4 paper to attach a copy to the documentation sheet
- Brings along the necessary material
- Observes the event from the background
- Writes down all important information. It would be helpful to have a checklist showing relevant topics!
- Notes who is talking. Is there an equal participation of all or do some people dominate the process? Do women talk?
- Assists the facilitator in an indirect way by giving signs, e.g. shoulder tapping ■ Supports the facilitator directly by asking questions, if the situation requires it.
- Takes care that participants copies any visualised subject (map, diagram etc.) on a sheet of paper immediately after the event.
- Observes and facilitates the copying, ensures that the copy resembles the original, has a legend, a date, place and names of drawers
- Sits together with the facilitator and discusses the notes while filling the documentation sheet after the end of the event.

Example of social mapping:



Working with key stakeholders

Mobilising and involving parents to work with adolescent group parents form a key stakeholder as adolescent being minor - most of the life impacting decisions are taken by their parents in terms of mobility, education etc. some of the strategy to work with parents could be:-

Intervention type

Home visit- Home visit to the family of an adolescent who is identified as at risk of (child marriage, GBV/ discrimination, restricted mobility, lack of opportunity for education etc.).

Meetings- Organising meeting at community level involving parents, influential people from the community likewise teachers, PRI members, religious leaders to discuss on key points that impact adolescent empowerment. Discuss frequently asked questions on related issue.

Skill training- Programmes can support parents to initiate intergeneration dialogue with their young adolescent through training such as communication, parents can be given activity with adolescent to practice at home.

Parents education programme- can involve training on child marriage, GBV and discrimination. The education programme can contain impact of such practices and legal implementation. Number of schemes available for empowering girls child can be crucial points to discuss that will encourage lowering down incidents like GBV/ discrimination, child marriage, school drop out.

Parent adolescent involvement programme- provide opportunity to participate in same platform to bridge the gap. This can be implement through talent hunt competition like painting, slogan making competitions, creating wall painting with messages etc.it will also

create opportunity to inter gender and intergenerational dialogue at bigger platform with more visibility

Points to remember

- Rapport building with adolescent and family.
- Carry IEC materials for home visit, meeting, and community level programmes.
- Availability of parents for conducting activities without hindering daily chores and work.
- Create network of parents to encourage collective effort at family and community level.
- Acknowledge parents who take action against ill practices.

Community and religious leaders- are the key points people, who can influence parents to take action that impact adolescent empowerment. These institutions play important role in the event and practices performed by community at large including child marriage, discrimination practised during religious ceremonies and festivals etc. The statements and beliefs spread by these institutions are majorly based on the core value of their religion and customs/practices that give identity to the followers and the certain community members, so the messages extended by them are followed rigidly by the traditional community.

The involvement of community and religious leaders have greater impact on the lives of community that include parents of adolescents and others. To engage with community and religious leaders some of the strategies could be:-

Direct intervention- can be done with local leaders who are approachable and ask them to address mind sets to bring positive change in the lives of the people in their community.

Organising talk shows (rally) -on some important occasion like (religious, national, festivals) a community and large level talk shows/rallies can be organised inviting leaders from the local community.

Creating platform- for leaders from different religious and community leaders. This will provide broader picture to the issues like GBV/discrimination, child marriage, empowerment of youth, and development of the infrastructure for not only economical but also social change.

Advocacy- with leaders not only through words but also in action in terms of inviting them in social occasions like celebration of birth of a child, marriage, performing rituals.

Staging innovation – the efforts and innovation can be highlighted through giving recognition for example - District Child Protection Project in Karnataka came up with unique idea of creating nava graha (The Hindus believe that the nava grahas play a key role in their destiny. and are responsible for all the good or bad times one faces in life) that can impact lives of their children by replacing Gods of nava graha with PRI, teachers, ANM, Anganwadi worker, SMC, BDO and police.

Capacity building of leaders- is one of the ways to create opportunity for spreading correct messages on the issue. This can include not only social factors but also laws and schemes that can impact adolescent.

Oath taking- ceremonies by leaders can play major role in practising ways to empower young adolescents. This also bring sense of responsibility on leaders to do the required follow ups on the issue. Along with this it also creates environment to give recognition to leaders and their worth within the community as followed by UNICEF CSO partners.

Points to remember

- Social mapping of the community.
- Identifying leaders with similar mind set and interest of the leader to work on social cause.
- Creating network of leader
- Creating sense of ownership among the leaders
- Community level engagement through leaders to address multiple issues of social change and empowerment of adolescent and not restricted beliefs to bring about desired change.

Representative of panchayat- The elected members of panchayat are responsible on preventing practices like child marriage and GBV/ discrimination. Working with them on elimination of such practices can influence the desired change in norms and practices. PRI members not only hold the social power to affect the change but also hold legal authority to implement change. Their responsibility involves implementation of schemes, laws, and programmes introduced by state and central government. Some of the intervention strategy with PRI could be:-

Educating PRI members- information can be provided to members so that they can conduct awareness session, public awareness programmes within the community with correct information on laws and schemes.

Training and workshop for PRI members- this will equip the members to take action with the help of law (PCMA) to stop incidents like child marriage and negotiate with parents to delay the marriages and promote adolescent enrolment based on the pros and cons.

Apart from this the correct information will also build skill

and confidence among the members to raise the issues in the gram sabhas, panchayat meetings etc.

Encouraging public events- for PRI members and parents who take action against practices like child marriage for example- In one of the UNICEF intervention area gram panchayat of Bikaner district took the pledge in the event to make their panchayat free from child marriage they declared their panchayat child marriage free panchayat.

Engaging PRI members in planning- Organisation can engage with PRI members in planning their activities with the community, this will not only strengthen their sense of ownership but also create opportunity for the organisation to get involve with government body to put forward the agenda of adolescent empowerment.

Points to remember

- Availability of PRI member to organise and plan activity with them.
- Equip PRI members with correct information and important contact numbers like – police, CMPO, child line.
- IEC materials can be developed and shared with the members to use in their public awareness meetings.



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ANNEXURES



Annexure 1

Script of Chanda Pukare!

- जोकर (1) पहले दशकों से जोकर खेल खिलाता है
- (2) फिर नाटक के बारे में बताता है (सिर्फ नाम)
- (3) और कहता है . इस नाटक का कोई अन्त नहीं है इसका अंत आप लोगों को बनाना है। (दर्शकों से)

नाटक

चन्दा पुकारे

- मुख्य पात्र:-
- (1) सुखिया:- चन्दा का पिता (एक अहमी आदमी)
 - (2) दुखिया:- सुखिया की पत्नी (एक लाचार माँ)
 - (3) लखपतियां:-सुखिया का बेटा (एक बीगड़ा लड़का)
 - (4) मास्टर:-स्कूल का मास्टर

अन्य पात्र:-

- सोनु:- एक पढ़ने लिखने वाला लड़का जो चन्दा का दोस्त है और उसी की कक्षा में पढ़ता है (यह पात्र मास्टर करने वाला करे)
- लेखपतियां:- (चाचा, चाची और सुमो के साथ स्कूल का विद्यार्थी का भी पात्र करें)
- मास्टर:- (सुखिया का भाई) (चाचा और हीड़ड़े का पात्र और दूसरा विद्यार्थी बना है)
- दुखिय:- (तीसरा विद्यार्थी है)

नाटक शुरू किया जाता है

दृश्य 1 प्रथम दृश्य में चन्दा बिच में और सभी पात्र उसे घेर कर खड़े हैं और इधर उधर भागते हुए चन्दा- 2 पुकार रहे हैं और बाद में संवाद (हम.....) करते हुए एक व्यक्ति बोल रहा है

संवाद: धनी कोहरे कि राह चन्द वे लगा ग्रहण पते खामोश सारा गांव खामोश एक नन्ही सी चिड़ियां अपने दिल को अपने पंजों में समेटे हुए है और उसी जिसका नाम है चन्दा- 3 ; चांद बना हुआ) फिर यह सीन (बीट के साथ)

समाप्त

दृश्य (2) सुखिया (हाथ में थाली बजाते हुए खुशी से पागल मुद्रा में) अरे ओ बुधना, अरे मंगरा हम बाप बन गये हैं बाप। अरे कमली चाची, अरे बीमला चाची हम बाप बन गए हैं बाप।

चन्दा पुकार

विदूषक: - तो अब आपके सामने नाटक प्रस्तुत करने जा रहे हैं चन्दा पुकारे इस नाटक का अंत नहीं "इस नाटक का अंत आपको बलाना है।

संगित-

संवाद:.. घनी कोहरे की रात चाँद पे लगा ग्रहण पत्ते खामोश पूरा गाँव खामोश एक चिड़िया अपने दिल को अपने पंजों से समेट कर रखे हुए और उसी गाँव के घर में रहती हुई एक 14 साल की मासूम लड़का चन्दा चन्दा चन्दा

संगित:-

थाली बजने का आवाज

सुखिया:- अरे सोमरा, मंगरा, बुधना हम बाप बन गए हैं े

(खुशी का अहसास)

अरे लक्ष्मी काकी में बाप बन गए रे

C 1 अरे वाह पर ये तो बता बचवा का नाम का रखे हो ?

सुखिया:- अरे तुमको नहीं पता मेरा नाम सुखिया, हमरी जोरू का नाम दुखिया तो हमार बचवा का नाम रहेगा लखपतिया.....

C 1 अरे वाह वाह का नाम है

सुखिया :- अरे बुलाव लाईट वाला खाना वाला गाँव वाला सबको बुलाव सबको न्योता देंगे खुब खचज़ करेंगे

C 1 अरे सबको बुलाते हैं उनको भी बुला लें का?

सुखिया- अरे किसको ?

C 1 उसको

सुखिया:- अरे, कुछ बताएगा भी किसको ?

C 1 बता दें

सुखीया:- बता

C1 अरे वही सज रही गली तेरी अम्मा.....?

सुखीया:- तो बुला ले

C 1 (गाँव वालों के खबर कहा है) पहले चाचा कमली चाची और सुमो को)

C 1 अरे चाचा एगो बात बताएँ ?

चाचा- का रे ?

C 1 अरे हमरा भाई सुखीया को बोला हुआ है

चाचा- प्यार से मारते हुएअरे ये तो बहुत खुशी की बात है (और मार खाते फिर जाता है)

C 1 अरे ओ चाची एगो खुशी की बात है

चाची- का हैं ?

C 1 हमरे भाई को लड़का हुआ है

चाची- अरे वाह! ये तो बहुत खुशी की बात है

C 1 कल आ जाना छट्टी है चचवों को ले ले चल आना

चाची- ठीक है बिटवा आ जाएँगे (हालो से) (गुद गुदाते हुए)

C 1 अरे इस सुमो कहा गया

सुमो- (गाना गाते हुए प्रवेश करता है)

लकली कि काठी, काठी पे थेड़ा घोडे के दुम पे जो मारा प्योडज़ (थोडा बोलते हुए लात मारता है और)

C 1 अबे चुप से (उसे डॉटते हुए) और एक बात सुन हमारे यहाँ लड़का हुआ है नड़का।

दर्शको से

C 1 और दो साल के बाद सुखीया के घर फिर एक नन्ही सी जान एक मासुम ने जन्म लिया है इस बार लड़का नहीं नड़की पैद है जब लड़का पैदा हुई ता सन्नाटा मातम छाया है क्या लड़की पाप है? (कलपते हुए)

गाना:- जे ही कोख बेटा जनमे? वही कोख बेटिया

दृश्य (सुखीया का बेटा स्कूल जाने वाला है)

सुखीया:- अरे ओ ? दुखिया ? कहाँ मर गई ??

दुखिया?

दुखिया:- अरे का है जी ? काहे चिल्ला रहे हैं?

सुखीया:- अरे कहाँ थी ?

दुखिया:- यही तो थी ?

सुखीया:- चल क गिलास पानी ला ? अरे सुन ये देख लखपतिया के लिए एक टीप-टॉप स्कूल बैग लाया हूँ ये थरमस और खाने का बचवा स्कूल जाएगा

(C 1 सुखीया का भाइ)

दुखिया:- अरे वाह ये तो सुन्दर है ? ऐ जी

दुखीया:- ठे जी! से जो बहुत मंहगा होगा ??

सुखीया:- अरे चुप !!! मंहगा तुम्हारे दिमाग है अब बचवा का नाम है लखपतिया पढ़ लिख कर बनेगा करोड़पति

अरबपतियां लोग कहेंगे वो देखो लखपतिया का बाप सुखपतिया जा रहा है लखपतिया को बुलावा लखपतिया (आवाज लगाता है) ???

ऐ लखपतिया

लखपतिया:- खेलते हुए आता है बाबा बाबा सुखपतिया से लिपट जाता है (सुखीया उसकी पीठ ठोकता है) ओ वाह कितना सुन्दर लग रहा है..... अरे जूते के फिते नहीं बाँधें चय

दुखिया:- अरे बेटा टिफीन तो ले लो तेरे पसन्द की चीज बनाई हैं।

सूत्रधार:- और लखपतिया के स्कूल जाते हुए पूरे पाँच साल बीत गए हैं

बेटी:- भईया को स्कूल से लौटते हुए बोलती है भैया - भैया ये आप बस्ता लेकर कहाँ जाते हो?

लखपतिया:- अरे मैं मैं न रोज स्कूल जाता हूँ स्कूलस्कूल ??? ल। वहाँ पढाई होती है।

चन्दा:- पढाई पढाई वो क्या होती है ?

लखपतिया:- पढाई होती है दो एकम दो दो दुनी चार और एक फॉट एपल..... दोपहरी का खाना और खेलना कबड्डी-कबड्डी
.....

चन्दा:- अरे वाह!!! (आश्चर्य से) पर भैया मुझे भी स्कूल जाना हैं

लखपतिया:- अरे तू थोड़े स्कूल जाएगी.....

चन्दा:- क्यों ?

लखपतिया:- हूँ ! तू लड़की है लड़की

चन्दा:- (रोते हुए)- माँ ! माँ!! माँ !!!

दुखिया:- क्या हुआ ?

चन्दा:- मुझे भी स्कूल जाना है..... भैया रोज जाते हैं

दुखिया:- अच्छा ! शाम में जब बाबा खेत से वापस आएँगे तो मैं बात करूँगी तू भी स्कूल जाएगी

चन्दा:- हाँ, बिल्कुल सच्ची।

चन्दा:- वाह ! मैं भी पढने जाऊँगी मैं भी मैं भी..... भैया की तरह स्कूल जाऊँगी। मैं भी

सुखिया:- (खेत से लौटता है दुखिया उसे पानी देते हुए)

दुखिया:- ऐ, जी एक बात बोले ?

सुखिया:- वो बात ऐसी हैकि चन्दा भी अब बड़ी हो गई है उसका भी दाखिल करवा देंगे ???

सुखिया:- क्या ?

दुखिया:- हाँ वो आज बहुत रो रही थी कह रही थी कि वो भी स्कूल जाएगी।

सुखीया:- क्या ? पगला गई है ? लड़की जात स्कूल जाएगी? पढ़ लिख कर क्या करेगी? उसे घर के काम काज सीखा अब वो (8-9) साल की हो गई है तो अभी से उसके लिए लड़का खोजना पड़ेगा, तब जाकर चार पाँच साल बाद उसके लिए लड़का मिल सकेगा ये तो हमारी खानदानी रिति रिवाज है और वो और चार हुए चार बात होने शुरू हो जाती है।

दुखिया:- क्यों ?? इतनी कम उम्र में शादी करोगें ?

सुखिया:- अरे जब हमारी शादी हुई थी तो तुम्हारी क्या उम्र थी ?

दुखिया:- मुझे क्या पता ?

सुखीया:- मैं 18 साल का था और तू होगी 15 साल की अभी से समाज में उटना बैठना है कही उँच नीच हो गई तो मेरी नाक कट जाएगी।

सुखीया:- तू चुप कर! मेरे काम में दखल मत दे चल खाना लगा

चन्दा:- बाबा.....बाबा मुझको भी स्कूल भैया की तरह स्कूल जाना है मुझे न एक बैग पानी की बोतल और टिफीन चाहिए.....

सुखीया:- चन्दा पढ़ने का काम लड़को को है तू घर के काम कर मैं तुम्हारे लिए नई फ्रॉक, जूती और टोफीला दूँगा।

चन्दा:- नहीं बाबा मैं भी स्कूल जाऊँगी

सुखीय:- अरे चन्दा एक गुडिया भी ला दूँगा

चन्दा:- नहीं मैं स्कूल भी जाऊँगी

गीत- हे उपर वाला तो ये का कर देले।

मास्टर जी:- सब बच्चे बैठ जाओ।

अरे बेटा धनश्याम स्कूल काहे नहीं आया कहाँ गया था।

धनश्याम:- मैं जंगल गया था

मास्टर जी:- अरे सुखारी तुम कहाँ था।

सुखारी: बिल्ली पकड़ने गये थे।

मास्टर जी:- झगड़ा क्यों कर रहे थे? किताब खोलो? लखपतिया गृह कार्य कर कर आया है

लखपतिया:- भूल गया।

मास्टर जी:- 2 और 2 कितना होता है ?

लखपतिया:- पाँच

मास्टर जी:- चलो सब लोग किताब निकालो, सुखारी, अर्जुन, लखपतिया, जो पढ़ायेगें वो पढ़ना। चलो पढ़ो, अ, आ, इ, ई, उ, ऊ, ए तीनों सो जाते हैं।
सुखारी शुरू करे आ ई अ से आम क से कबूतर ई ईमली उ से उल्लू और च से चन्दा।

चन्दा: - नहीं नहीं नहीं।

मास्टर जी:- अरे चन्दा सुनो तो फिर तुम रोज से रहे हो। मार पढ़ती है चलो आप की छुट्टी।

मास्टर जी:- अरे सुखारी आरे सुखारी

दुखिया: - अरे मास्टर जी- आइए ना।

मास्टर जी:- अरे तुम्हारी बिटिया यहाँ कहाँ है?

दुखिया: - अरे मास्टर जी उसने कुछ कर दिया है क्या? आजकल वह बहुत झगडे करती रहती हैं।

मास्टर जी:- अरे तुम्हारी बिटिया स्कूल नहीं आती है ?

दुखिया:- मास्टर जी चन्दा तो बहुत ही चाहती है कि स्कूल जाय और पढ़े, लेकिन लखपतिया के बापू समझ ही नहीं पा रहे हैं।

मास्टर जी:- तुम्हारी बेटी चन्दा बहुत ही होशियार है उससे पढाओं।

सुखिया:- अरे मास्टर साहब के लिए कुछ चाय पानी पिलाई की नहीं। आइए- 2 मास्टर साहब वैंन्ट नं0- ए और एक ठीक है ना लखपतिया पढ़ने में अच्छा है?

मास्टर जी:- ये सब तो ठीक है एक बात तो बताओ ? सुखिया

सुखिया:- जी मास्टर जी?

मास्टर जी:- क्या सुखिया तुमने अपनी बेटी का स्कूल में दाखिल कराया ?

दुखिया:- स्कूल में दाखिल ? दाखिल

आप कैसी बाते कर रहे हैं ?

मास्टर जी:- मैं समझ गया, तुममे अभी तब चन्दा का नामांकन नहीं कराया, मैंने बहुत दिनों एक चीजो का नोटिस किया कि वह पीछे से खिड़की के पास छुपछुपकर सीखती रहती है और जब क्लास के बच्चे ध्यान देने लेकिन चन्दा बहुत ही होनहार है वह लाखों में एक है वह काफी ही कुशाग, वृद्धि की लड़की है।

दुखिया: - हमारी बेटी चन्दा ? आप मैं उसकी टाँगों को तोड़ दूँगी।

मास्टर जी:-

नहीं नहीं तुम्हारी बेटी तो काफी होनहार है तुम्हारी बेटी तो एकलव्य से भी आगे है।
एकलव्य तो मुरत बनकर सीरदा था। तुम्हारी बेटी तो एकलव्य से भी आगे चलेगी।

सुखिया: -

मास्टर जी चन्दा, वह तो लड़की है

मास्टर जी:-

अरे लड़के, पीटी ऊषा, कल्पना चावना लता मंगेसकर सब जो लड़की है। लड़का लड़की में कोई भेदभाव नहीं है आप समाना कहाँ से कहो चला गया।

सुखिया: -

13 साल के उसकी शादी करा दूँगा

मास्टर जी:-

शादी अरे चन्दा तो बच्ची है उसकी उम्र ही क्या है उसके पढने लिखने के दिन है पता है कम उम्र में शादी करना जुर्म है। इससे करने वाला, करवाने वाला, तथा इस शादी में शामिल होने वाला सभी को जेल हो सकती है। हमारी बात माल अभी चन्दा की उम्र ही क्या है ? अभी इसे मे है कि चन्दा का दाखिल स्कूल मे करा दो तुम्हारा लखपतिया भी तो स्कूल आता है। समझे तो कल ही उसका दाखिल स्कूल में करा देना।

दुखिया:-

अरे सुनिए न मास्टर जी बात कह रहे हैं हमको लगता है कि अपनी चन्दा का दाखिला स्कूल में करा देना चाहिएकराइएगा न

मास्टर जी:-

एक बात तुमने कुम्हार को घडे सानते देखा है। अगर उस कच्चे घडे में पानी डालोगे तो क्या होगा ?

मास्टर जी:-

ठीक उसी प्रकार कम उम्र में शादी करना उस घडे के समान है, किसी भी तरह से यानी मानसिक शारीरिक रूप से लड़की परिपक्व नहीं होती है इसलिए लड़की की शादी 18 से कम उम्र में कतई नहीं और लड़को की शादी 21 के बाद ही होनी चाहिए। आजकल तो सरकार ने कई प्रकार के कार्यक्रम भी चला रखे हैं जैसे लाडली लक्ष्मी योजना, राष्ट्रीय सर्व शिक्षा अभियान, मुख्यमंत्री कन्या दान योजना है, और तो और सरकार मुफ्त शिक्षा भोजन पोशाक इत्यादि भी दे रही है तो समझे कल ही उसका दाखिला करा देना।

सुखिया: -

ठीक है लेकिन हमारी एक शर्त है ?

दुखिया:-

क्या ?

सुखिया: -

चन्दा स्कूल से सीधे घर आएगी समझी ?

दुखिया:-

ठीक है चन्दा आएगी

चन्दा:-

क्या हैमें स्कूल जाऊँगी ।

दुखिया:-

तू कल से स्कूल जाएगी।

चन्दा:-

क्या स्कूल..... में स्कूल जाऊँगी।

दुखिया:-

हाँ तुम स्कूल जाऊँगी।

चन्दा:-

ऐ- ऐ- ऐ- ऐ

लखपतिया:-

क्या है लखपतिया, बाप के पॉकेट से निकालता हूँ सौ टकिया। जल्दी आ जाना ?

गीत:-

थौड़ा जाल

अब 14 वर्ष की चन्दा 5वीं क्लास में आ गई। पढ़ाई में काफी तेज होने के कारण चन्दा को सभी प्यार करते हैं।

सोनु:-

अरे चन्दा, कहाँ रहती हो, मैं तुझे कितनी जगह पर ढूँढा/ मुझे अपना नोट देना/ स्कूल के बाहर भी ढूँढा।

चन्दा:-

तुम अपना नोट क्यों नहीं लिखते..... अच्छा सोनु तुम इतना अच्छे से पढ़ते हो,..... फिर नोट क्यों नहीं लिखते हो।

सोनु:-

समय नहीं मिला।

चन्दा:-

अच्छा ले लो।

सोनु:-

अच्छा, मास्टर साहब ने जो नोट्स दिए, वे कहाँ लिखा है।

सोनु:-

मैं 1-2 दिन में दे दूँगा, चन्दा।

लखपति:-

बाबा बाबा, माँ माँ

माँ:-

क्या हुआ लखपतियां।

लखपतिया:-

बाबा कहाँ है?

माँ:-

बाबा खेत पर गये हैं ?

लखपतिया:-

आजकल चन्दा स्कूल के बाहर लड़को से मिल रही है, उसका जाना बन्द करो।

माँ

आखिर बात क्या है।

लखपतिया:-

माँ, आज चन्दा स्कूल के पीछे पहाड़ों पर सोनु से हँस-हँस कर बातें कर रही है ?

माँ:-

क्या बातें कर रही थी।

लखपतिया:-

वो मैं नहीं सुना, पर उसका स्कूल जाना बन्द कर दो।

माँ:-

स्कूल जाना बन्द कर दूँ।

लखपतिया:-

मैं बाबा को बताऊँगा।

माँ:-

बेटा, मैं बाबा से बात कर लूँगी। तुम हाथ मुँह धो लो मैं तेरे लिए खाना लगाती हूँ। तुम बहुत भूखा होगा ना।

लखपतिया:-

लेकिन माँ तुम चन्दा को समझा देना।

माँ:- अच्छा आने दो में भी पूछती हूँ कि वो कर क्या रही थी ?

चन्दा का प्रवेश

माँ:- चन्दा तुम पहाड़ी के पीछे क्या कर रही थी।

चन्दा:- पहाड़ी के पीछे

माँ:- कौन था तुम्हारे साथ

चन्दा:- अरे सोनू था मैं वो क्लास के छवजमे मांगा रखा था

माँ:- लेकिन बेटी संभलकर कही ऐसा न हो तुम्हारे बाबा नाराज हो जाएं,..... ऐसा कर कि तू कपड़े बदल, मैं तेरे लिए खाना लगाती हूँ।
क्लास में बच्चे झगड़ते रहते हैं।

मास्टर जी:- शान्ति - शान्ति- अरे शान्ति अरे ये स्कूल है कोई सोनपुर का मेला नहीं। शान्ति बनाए रखो।

हाँ बेटा आपने

अर्जुन:- हाँ मास्टर जी

मास्टर जी:- हाँ दो कदम आगे आना बेटा।

अर्जुन:- आ गया मास्टर जी

मास्टर जी:- अरे ईधर आ बेवकूफ, मेरे पास अरे इतने पास नहीं दूर रह अरे तुम परीक्षा में कितने नंबर मिला होगा।

अर्जुन:- 50 होगा मास्टर जी

मास्टर जी:- 50 होंगे।

अर्जुन:- 30 होंगे मास्टर जी

मास्टर जी:- 30 होंगे अति उत्तम और सेच तेरे दिमाग में और कुछ

अर्जुन:- 25 होंगे।

मास्टर जी:- 325 होंगे अरे नालायक 0 है तू स्कूल से भागकर मेला जाता है तू दो विषय में फेल है। आ बेटे लखपतिया, तू तो लखपतिया है तू तो सारे विषय में फेल हो गया है कल अपने बाबा को बुलाकर लाना।

लखपतिया:- किसको

मास्टर जी:- अपने बाबा सुखिया को।

अपने बाबा सुखिया को बुलाकर लाना। जैसा बाप वैसा बेटा।

घंटी बजती है। सारे बच्चे आपस में बातचीत करते हैं नोकझोंक करते हैं। क्या यार में तो एक विषय में फेल हूँ या दो विषय में फेल और लखपतिया सारे विषय में फेल और मास्टर साहब ने बाबा को बुलाने को कहा है अब क्या करूँ क्या करूँ।

सोन्ः- चन्दा में तेरे ही घर जा रहा था। अरे टीक हुआ कि तुम यही पर मिल गई। पता है कि मैं अच्छे नंबरों से पास कर गया। और तुम भी तो पूरे स्कूल में पर आयी हो ?

चन्दाः- अच्छा सच ऐ तो बहुत ही खुशी की बात है।

सोन्ः- हाँ तब तो तुम्हें मिठाई खिलाना पड़ेगा। मैं तो सोच लिया है कि बड़ा होकर बनूँगा इंजीनियर।

चन्दाः- इंजीनियर ?

सोन्ः- बड़ी-बड़ी इमारते बनाऊँगा, सड़के बनाऊँगा और पता है कि मैं अपने गाँव के लिए भी एक सड़के बनाऊँगा जो तुम्हारे घर से होकर गुतरेगी?

चन्दाः- सड़के सच मेरे घर पे सड़के गुजरेगी

सोन्ः- अच्छा चन्दा तुम क्या बनोगी ?

चन्दाः- मैं पढ़-लिख बहुत कुछ करना चाहती हूँ। मैं सपनों की दुनिया में उड़ना चाहती हूँ। इन पूरे रंगों बादलों में घुल-मिल जाना चाहती हूँ। मैं माँ बाबा भाईयों के लिए कुछ करना चाहती हूँ।

सोन्ः- लेकिन तुम बनोगी क्या ?

चन्दाः- मैं। सपनों की दुनिया में उड़ जाना चाहती हूँ। मैं। इन रंग भरी दुनिया में उड़ जाना चाहती हूँ और सबके लिए खुशियाँ बटोकर लाना चाहती हूँ।

सोन्ः- और मैं। तेरे सपनों को बरखा से बचाने के लिए छाता लेकर आऊँगी।

गीतः- सपनों की तितली के पर लगाकर नाचेगी चन्दा गुन गुनाकर।

लखपतिया का प्रवेश (गुस्से में देखता रहता है। चन्दा और सोन् को)

सोन्ः- बात कर निकल जाता है।

लखपतियाः- बाबा-बाबा बाबा-बाबा

सुखियाः- अरे क्या हुआ लखपतिया क्यों चिल्ला रहे हो ?

लखपतियाः- मैं अपनी आंखों से देखा कि चन्दा आजकल सोन् के साथ अवारागिरी कर रही है और मैंने पहले भी कहा था कि चन्दा को स्कूल जाना बन्द करा दो।

सुखियाः- क्या यह बात तेरी माँ को पता है जिस बात से डर था वहीं हुई।

लखपतिया:-

हाँ बाबा मैंने माँ को पहले भी बताया था।

सुखिया:-

चन्दा-चन्दा तुम पहाडी के पीछे सोनू के साथ क्या कर रही थी।

चन्दा:-

कुछ नहीं, कुछ नहीं, कुछ नहीं

सुखिया:-

जिस बात का डर था वही हुआ अब से तुम्हारा स्कूल जाना बंद। मैं जा रहा हूँ तेरे शादी के लिए तारीखे तय करने जाऊँगा।
अरे लखपतिया तुम्हारी माँ कहाँ है बुलाकर लाओ।

-:गीत:-

अंधेरी धुन के साज को

बजता किसने सुना।

सुखिया:-

अरे चन्दा क्या कर रही है तुम कोठरी में खड़ी होकर लडके वाले आए है। सुनाई नहीं दिया.....!

चन्दा:-

बाबा मैं शादी नहीं करूँगी।

सुखिया:-

मैं बाप हूँ या तुम ? शादी करेगी।

चन्दा:-

मैं आगे पढना चाहती हूँ आगे पढना चाहती हूँ।

सुखिया:-

लडके वाले आए है मैं क्या मुँह दिखाऊँगा शादी तो होकर रहेगी ? सुनायी नहीं देता क्या ?

चन्दा:-

लेकिन बाबा मैं नाबालिग हूँ आप मेरे साथ जोर जबरदस्ती नहीं कर सकते ?

सुखिया:-

तू मुझे कानून सिखाएगी ? मैं तेरा बाव हूँ कि तुम मेरा बाप

चन्दा:-

बेशक आप मेरे बाप है लेकिन मेरे भी अपने सपने है मुझे आगे पढना हैऔर गैर कानूनी है मैं बालिग नहीं हूँ..... कानूनन अपराध है।

सुखिया:-

कैसे शादी नहीं करेगी ? चल

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