



breakthrough

unicef 

unite for children

MODULE 8

TRAINING MODULE FOR ADOLESCENT BOYS

Addressing Child Marriage, Sexual Harassment, and Domestic Violence

“The Adolescent Empowerment Toolkit”

© United Nations Children’s Fund (UNICEF)

© Breakthrough

This publication may be reproduced for educational or non – profit purposes without permission from the copyright holder, provided acknowledgement of the source is made.

Suggested citation:

“The Adolescent Empowerment Toolkit”
2016, New Delhi: UNICEF & Breakthrough

UNICEF would appreciate receiving a copy of any publication that uses this as a source.

Permission in writing is required to use this publication for any commercial purposes.

For permission and further queries, please contact:

newdelhi@unicef.org

Front Cover Photo:

© Breakthrough/India



Module 8

TRAINING MODULE FOR ADOLESCENT BOYS

Resource book for community workers and trainers in sensitising and training adolescent boys on addressing child marriage, sexual harassment, and domestic violence

CONTENTS

| | |
|---|-------|
| About UNICEF | Pg 5 |
| About Breakthrough | Pg 6 |
| WORKING WITH ADOLESCENTS ON ADDRESSING GENDER-BASED VIOLENCE | Pg 8 |
| Why has this training module been created for adolescent boys? | Pg 8 |
| What factors were considered while creating the module for adolescent boys? | Pg 9 |
| What are the key capacity building needs identified in the training module for adolescent boys? | Pg 9 |
| What is the duration and delivery mode of the training module for adolescent boys? | Pg 10 |
| How can the sessions be conducted under this training module for adolescent boys? | Pg 10 |

| | |
|--|-------|
| SESSION PLANS UNDER THE CAPACITY BUILDING MODULE FOR ADOLESCENT BOYS | Pg 11 |
| MODULE I: UNDERSTANDING GENDER AND GENDER DISCRIMINATION | Pg 12 |
| SESSION 1 - Gender Stereotyping | Pg 13 |
| SESSION 2 - Identifying the Impact of Gender and Sex on Our lives | Pg 15 |
| SESSION 3 - Violence and Rights | Pg 17 |
| MODULE II: UNDERSTANDING THE MEANING OF MARRIAGE AND RELATIONSHIP | Pg 19 |
| SESSION 4 - Child Marriage—A Violation of Human Rights | Pg 20 |
| SESSION 5 - Redefining Roles and Responsibilities of Partners in a Healthy Marriage | Pg 25 |
| MODULE III: ELIMINATING GENDER-BASED VIOLENCE | Pg 28 |
| SESSION 6 - Ending Domestic Violence against Girls and Women | Pg 29 |
| SESSION 7 - Ending Sexual Harassment in Public against Girls and Women | Pg 32 |
| SESSION 8 - Protecting Oneself from Sexual Violence | Pg 35 |



MODULE IV: VALUING THE GIRL CHILD

Pg 41

SESSION 9 - Contribution of Women as Community Members

Pg 42

SESSION 10 - Reducing Number of Women and its Impact

Pg 44

ANNEXURE

Pg 46

ANNEXURE 1 - What are Human Rights?

Pg 47

ANNEXURE 2 - Violation of Human Rights in Child marriage

Pg 48

ANNEXURE 3 - Dealing with Domestic Violence

Pg 50

ANNEXURE 4 - Ending Sexual Harassment in Public against Girls and Women

Pg 52

ANNEXURE 5 - Sexual Abuse in Young Children (for parents and community leaders)

Pg 55

ANNEXURE 6 - Contribution of Women to the Society

Pg 57

| | |
|--|-------|
| ANNEXURE 7 - Reducing Number of Women and its Impact on Child Marriages | Pg 59 |
| ANNEXURE 8 - Oath Taking by Participants | Pg 60 |
| ANNEXURE 9 - Further Reading on Working with Men and Boys | Pg 61 |
| NOTES | Pg 62 |





United Nations Children's Fund (UNICEF)

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

www.unicef.in

 /unicefindia

 @UNICEFIndia

United Nations Children's Fund, 73 Lodi Estate, New Delhi 110 003, India
 91-11-24690401  91-11-24627521

 newdelhi@unicef.org





Breakthrough is a human rights organization

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



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


www.inbreakthrough.tv

 /BreakthroughIN

 @INBreakthrough

E-1 A, First Floor, Kailash Colony, New Delhi 110048, India

 91-11-41666101  91-11-41666107

 contact@breakthrough.tv





Working with Adolescents on Addressing Gender-based Violence

Using the Capacity Building Module for Adolescent Boys

Why has this training module been created for adolescent boys?

In large parts of our country, adolescent boys are conditioned to follow certain social “norms”, which affect their own lives and that of many adolescent girls. These “norms” often result in gender-discriminatory behaviours, including sexual harassment, child marriage, teenage pregnancy, and domestic violence. Indirectly, adolescent boys also suffer hand in hand with girls, although their perspective is largely ignored or hidden

under a garb of masculinity and “norms” propagated by society. As young sons forced to migrate for work, early married husbands, and often, as young fathers, they find themselves inadequately prepared to deal with situations and therefore, conform to certain age-old “norms” and behaviours. What are the key capacity building needs of adolescent boys identified for the training module?

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

- Understanding the difference between gender and sex
- Building healthy perspectives on gender and sex and on fighting gender discrimination

- Identifying different forms of violence against women and their impact, and the rights violated
- Raising awareness on the violation of their rights in child marriage and its consequences
- Redefining their roles and responsibilities as equal married partners
- Making violence in any form—sexual, emotional, and physical—become unacceptable for them to raise or witness
- Valuing girls as crucial members of the society and fight gender-biased sex selection

This training module is a part of the larger toolkit on adolescent empowerment on addressing GBV.

What factors were considered while creating the module for adolescent boys?

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

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

- Adolescent boys aged between 14–20 years face the pressure to prove themselves as men. This pressure often results in young adolescent boys indulging in high-risk and violent behaviours against women and girls as well as people and communities considered weaker in the social hierarchy.
- Our intervention is focussed on boys who are often raised in an environment where domestic violence coupled with sexual abuse and harassment is common. This causes immunity in their attitude to such issues.
- They largely belong to, but are not limited to, rural and semi-urban communities.
- They reside in areas with limited educational facilities and livelihood opportunities, especially for girls.
- Their perspectives on gender and sex are often conditioned to become biased, which leads to subtle or overt forms of gender discrimination against girls/women.

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

What are the key capacity building needs identified in the training module for adolescent boys?

The emerging key capacity building needs for high-risk adolescent boys under this training module are as under:

1. Analysing gender and gender discrimination
2. Identify different forms of violence against women and its impact and rights violated
3. Identifying child marriage as a violation of human rights
4. Redefining roles and responsibilities of partners in a healthy marriage
5. Eliminating gender-based violence
6. Valuing the girl child

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

| Sessions | Training content based on capacity building needs | Duration |
|-------------------|--|-------------------|
| Module 1: | Understanding gender and gender discrimination | 2.5 hours |
| Session 1 | Gender stereotyping | 30 min |
| Session 2 | Identifying the impact of gender and sex on our lives | 30 min |
| Session 3 | Violence and rights | 90 min |
| Module 2: | Understanding the meaning of marriage and relationship | 2.25 hours |
| Session 4 | Child marriage a violation of human rights | 90 |
| Session 5 | Redefining roles and responsibilities of partners in a relationship / marriage | 45 |
| Module 3: | Eliminating GBV | 2.75 hours |
| Session 6 | Ending domestic violence against girls and women | 60 |
| Session 7 | Ending sexual harassment | 45 |
| Session 8 | Protecting oneself from sexual violence | 60 |
| Module 4 : | Valuing the girl child | 2 hours |
| Session 9 | Contribution of women as community members | 60 |
| Session 10 | Reducing number of women and its impact | 60 |
| | Total Duration | 9.5 hours |

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

The capacity building module has been prepared for a total duration of about 10 hours spread across 10 sessions. The delivery mode is facilitator-led, in an informal classroom set-up, catering to small groups of learners, preferably 20-25 boys. Participatory training methods have been used in designing the sessions. This includes use of case studies, group discussions and brainstorming, group presentations, role plays, etc.

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

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

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

- Refer to the session plans and pick the session to be conducted.
- Read the session plan carefully and make a careful note of materials required and the preparation needed

for conducting the session. This will typically include making photocopies of learner hand-outs (given in the Annexure), understanding facilitator notes, or updating it with local information and collecting any other materials for group activities.

- Next, read the objectives, methodology/steps, key discussion points, and facilitator notes, and make sure they are understood well. Remember, this module is just a guideline and can be improvised depending on the available time, learner profile, and changing training contexts.
- It is highly recommended that a small note containing training steps is prepared, which can provide discussion pointers/hints while conducting the session.
- Carry the learner hand-outs, group activity materials, and the small training note to conduct the session with groups of adolescent boys.



SESSION PLANS UNDER THE CAPACITY BUILDING MODULE FOR ADOLESCENT BOYS





MODULE I: UNDERSTANDING GENDER AND GENDER DISCRIMINATION

Session

1

30 Minutes

Materials Required:

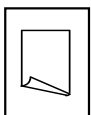
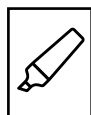


Chart Paper



Marker Pens

Gender Stereotyping

OBJECTIVES:

- Welcome and introduce adolescent boys to the capacity building programme
- Identify roles and responsibilities that society generally expects from boys as men and girls as women
- Recognise how societal “norms” and expectations lead to gender stereotypes
- Set the context for following sessions under the module

Empowerment Focus: Psychological; familial/inter-personal; sociocultural

1 METHODOLOGY:

- Greet the participants and introduce yourself.
- Ask them to call out any random number loudly—2, 14, 20, 500, etc.—and be seated accordingly in ascending order. Beginning with boys who called out lower numbers first ending with boys calling out larger numbers last.
- Now, make pairs and ask them to introduce each other based on the following information:
 - » Your name, education, place of residence
 - » What are the two qualities that you like about boys, men in your family?
 - » What are the two qualities that you like about girls, women in your family?

(Give them 3–4 minutes for discussing with one another)

- Invite the participants one-by-one to come forward and introduce their partners.
- Invite the participants one-by-one to come forward and introduce their partners.
- Keep recording the qualities on the chart paper in the following format:

| Qualities Liked in Boys and Men (Example) | Qualities Liked in Girls and Women (Example) |
|---|--|
| Hard-working | Caring |
| Brave, etc. | Cooks well, etc. |

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

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES

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

with the opposite sex or our own sex. Our upbringing and socialisation teaches us to fit into the societal “norms”, which leads to gender stereotypes and promotes a number of issues that adolescent girls face in their lives. This training module attempts to address some of these relevant issues around violence against women and girls like sexual harassment, child marriage, physical, emotional, and sexual abuse among other problems.

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

Session

2

30 Minutes

Identifying the Impact of Gender and Sex on Our lives

Materials Required:

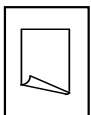
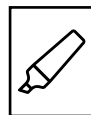


Chart Paper



Marker Pens

OBJECTIVES:

- Identify the difference between sex and gender
- Recognise and challenge gender-biased attitudes resulting from age-old societal conditioning

Empowerment Focus: Psychological; familial/ inter-personal; sociocultural

1 METHODOLOGY:

- Recall the gender stereotyping exercise from Session 1, where the groups had identified some commonly accepted qualities in men and women. It was also discussed that we all are capable of having all the qualities depending on the situation life offers us.

- Announce the session topic as “understanding gender and sex” where we shall try to challenge certain “norms” in attitudes and behaviour displayed by men and women. This will also help in understanding the reasons behind limited rights and privileges offered to girls/women in the society.
- Draw and explain the following table to the participants:

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

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

Gender/Sex Statements

- Women give birth to babies; men do not (sex)
- Little girls are gentle, boys are tough (gender)
- Among Indian agricultural workers, women are paid 40–60 percent of the men’s wage for the same work output (gender)
- Women can breast-feed babies, men can bottle-feed babies (sex; gender)
- Even when a woman is working, she must take care of the house (gender)
- Most business people in India are men (gender)
- In Meghalaya, women inherit, but men do not (gender)
- Men’s voices break at puberty; women’s do not (sex)
- In one study of 224 cultures, there were five in which men did all the cooking, and 36 in which women did all the house building (gender)
- Women are forbidden from working in dangerous jobs such as underground mining (gender)
- According to UN statistics, women do 67 percent of the world’s work, yet their earnings amount to only 10

percent of the world’s income (gender)

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR’S NOTES

“Nature and our biology” does not determine feminine and masculine traits that people must have. It only dictates whether you are born male or female. The difference between sex and gender must always be kept in mind. It is useful to be aware of the subtle forms of discrimination as well as the power play that exist in our homes, communities, and society. Enacting certain roles or having certain expectations placed on you because of your gender can affect your enjoyment of rights. For example, in a culture where women are expected not to question the decisions of their men in the family, they may be forced to keep silent and limit their contribution only to household tasks. This could directly reduce the potential income earned in the family thereby lowering the quality of life and future education/livelihood prospects for the next generation.

Roles and responsibilities are socially structured over a period of time by social norms, religious sanctions, family culture, and legally sanctioned rights. In fact, all work can be done by all people—both men and women, provided both are given equal resources and decision making powers supported by free mobility. However, society creates artificial barriers for us. A girl is always looked upon as someone who will go away from the family and therefore, not contribute to the family income. A boy’s

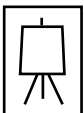
education is looked upon as an investment for the family’s future needs.

Session

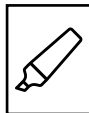
3

90 Minutes

Materials Required:



White Board



Marker Pens

Violence and Rights

OBJECTIVES:

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

Empowerment Focus: Psychological; familial/ inter-personal; sociocultural

1 METHODOLOGY:

- Elicit responses from participants about the various harassment, abuse, and violence women face at home and outside e.g. on the streets, market-places,

workplaces etc.

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

correctly and ask the next group to present.

- On the white board draw a table as shown below, and label each column as shown in the first row. Then, elicit responses from participants for each image theatre they saw based on the columns. Discuss as exhaustively as possible and then move on to the next image theatre and add what may be missing.
- Conclude the session by summarising the table's

| What was the act of violence | What was the form of violence | Who was facing the violence |
|--|--|--|
| This will be specific acts of violence that the groups have presented e.g. sexual harassment in the bus, market place, domestic violence at home/ gender discrimination to access education. | This will be physical, emotional, psychological, economic, sexual etc. | This will be the woman, children, her parents etc. |
| Who Was the Violator | What Is the Impact on the Person Experiencing the Violence | What Rights are Violated of This Person |
| Here the responses could be many like the in-laws, husband, neighbours, parents, | This will have responses like her mobility, safety, and security, low self-esteem etc. | This column will have several rights – right to freedom, equality etc. that participants |

contents and mentioning how women are the affected

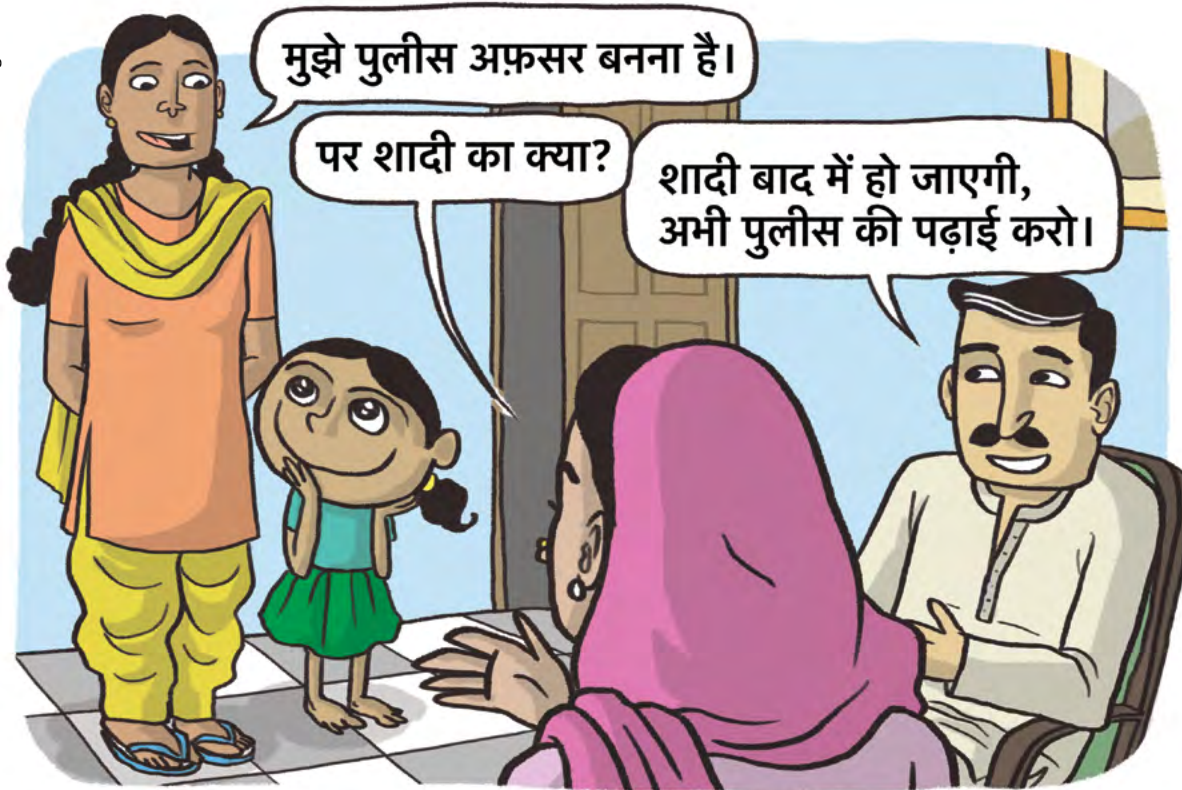
in most cases, most of the violence is committed by people who are known to her or are closest to her and the extent of impact it has on her.

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES:

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



MODULE II: UNDERSTANDING THE MEANING OF MARRIAGE AND RELATIONSHIP

Session

4

90 Minutes

Child Marriage—A Violation of Human Rights

Materials Required:

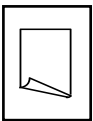
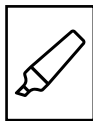


Chart Paper



Marker Pens



Annexure:
Annexure
1 – Universal
Declaration of
Human Rights



Four pieces
of paper chits
torn neatly
from the copy
of Annexure
– Part 2:
Violation
of Human
Rights in Child
Marriage

OBJECTIVES:

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

Empowerment Focus: Psychological; familial/inter-personal; sociocultural

1 METHODOLOGY:

- Announce the session title with teaching objectives.
- Distribute copies of Annexure: Annexure1 – Universal Declaration of Human Rights and ask the participants to read it carefully. With the help of Annexure copy, discuss the meanings of these human rights in particular:
 - i) The right to life, liberty, personal security
 - ii) Freedom from torture
 - iii) A fair trial
 - iv) Freedom of speech
 - v) Freedom of religion

vi) Health, education, and an adequate standard of living

- Next, discuss the importance of child rights and women rights against discrimination in continuation to human rights with the help of facilitator notes. Highlight that knowledge and understanding of all forms of rights by adolescent children can lead to their empowerment and ensure a dignified and meaningful life for them.
- Then, clarify the objectives of the current session, which is an effort to look at violation of human rights as a result of child marriage.
- Now, draw an outline of the following table and seek responses from boys under each row Vs column. Rows represent the different human rights whereas the column represents implications through child marriage which violates these rights.
- Please highlight that although boys may be active or passive perpetrators (being forced into marriage or agreeing unwillingly) in child marriage and its associated malpractices such as sexual abuse, domestic violence, dowry, they suffer the consequences too. These consequences are usually in the form of legal vulnerability due to ignorance of laws and wrong social conditioning, discontinued education, early plunge into livelihoods to support a family, poor quality of life, etc.
- Some expected responses have been given below:

| Human Rights | Violation of Rights of Boys through Child Marriage |
|---|--|
| Right to life, liberty, personal security | Reduced play and leisure due to increased familial responsibilities, committing to a lifelong relationship too early |

| Human Rights | Violation of Rights of Boys through Child Marriage |
|-------------------|---|
| A fair trial | <p>Lack of knowledge and wrong social conditioning leading to vulnerability in becoming liable to be punished under various women protection laws –</p> <ul style="list-style-type: none"> • The Prohibition of Child Marriage Act, 2006 (PCMA), • Protection of Women against Domestic Violence Act, 2005 (PWDVA) • Indian Penal Code – punishing rape (Article 376) • The Juvenile Justice Act (JJ Act) 2000, amended in 2006 • The Protection of Children from Sexual Offences Act (POCSO), 2012 • Section 498A of IPC – Indian Penal Code provides for criminal complaint in cases of domestic violence. • The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 |
| Freedom of speech | <ul style="list-style-type: none"> • Voice and decisions not being considered in getting married early or becoming a parent due to social conditioning |

| Human Rights | Violation of Rights of Boys through Child Marriage |
|---|--|
| Freedom of religion | <ul style="list-style-type: none"> • Forced to participate in religious practices such as getting married on certain auspicious days of the year, spending money on priests |
| Health, education, and an adequate standard of living | <ul style="list-style-type: none"> • Partaking in gender-biased sex selection unwillingly, contracting HIV due to unhealthy sex practices while working as migrant labour away from home, lack of proper nutrition/medical facilities for self and family such as teenage pregnancies, infant mortality, malnutrition in children, discontinued education etc. due to the poverty cycle induced by child marriage |

- Now, divide the participants into four groups. Assign a case study to each group with the help of neatly torn chits from a copy of Annexure – Annexure 2: Violation of Human Rights in Child marriage
- Ask them to discuss answers to the two questions mentioned below each story in their groups. Give them 20 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage the silent participants to contribute to the discussions.
- Next, ask each group to come up and present their ideas and views on both the questions under each case study.
- Keep recording their presented ideas in four different

| Education and Child Marriage | Health and Child Marriage | Violence and Child Marriage | Right to Choice and Child Marriage |
|--|--|--|--|
| <p>Rights Violated</p> <ul style="list-style-type: none"> i. Right to education ii. Right to gainful employment iv. Right to reproductive and sexual health choices <p>Impact</p> <ul style="list-style-type: none"> • Discontinued education • Poor economic conditions • Difficulties in taking care of children and family • Malnutrition of family, especially, women, and her girl children • Subtle or overt violence done by boys against girls • Effect of the violence faced by a mother on her children • Fewer career opportunities due to incomplete education • Increased helplessness | <p>Rights Violated</p> <ul style="list-style-type: none"> i. Right to choose a partner ii. Right to reproductive choices iii. Right to nutrition and care iv. Right to health and access to treatment and care <p>Impact</p> <ul style="list-style-type: none"> • Contracting HIV by boys/ men • Girls getting blamed for HIV despite having been infected by husband • Poor health condition • Women family members like sisters/friends facing loss of shelter on being thrown out of the in-laws' home and not getting shelter in parental home | <p>Rights Violated</p> <ul style="list-style-type: none"> i. Right to education ii. Parents' right to provide protection/ security of their daughters iii. Right to reproductive and sexual health choices iv. Right to oppose dowry demands <p>Impact</p> <ul style="list-style-type: none"> • Physical, spiritual, and psychological • Sexual exploitation/ harassment. If there is coercion, force, and no consent between married couples for a sexual relationship, it is called marital rape | <p>Rights Violated</p> <ul style="list-style-type: none"> i. Right to education ii. Right to values that teach children how to utilise their education iii. Right to decision making, as the two strangers are being married <p>Impact</p> <ul style="list-style-type: none"> • Discontinued education • No skill acquired • Limited access to resources • Vulnerability to violence • No control over own body and reproductive health • Trapped in gendered poverty cycle |

categories as presented below. Some expected common points have also been mentioned here. You can add more to the list, as needed.

After all the four presentations are complete, thank the groups for their participation and summarise their responses under the four categories of right violation caused due to child marriage.

- Highlight the issue of “Elopement” under the second case – “Right to Choice/Decision Making and Child Marriage: Pratim and Rama”. Often, parents and community members do not approve of inter-caste/

religion marriages and willing major/minor partners elope to marry against their wishes. In an attempt to avoid such incidents from happening in their families, uninformed parents marry their children young. Technology and mobility of girls are blamed to be “spoiling” adolescents but the issue is not about phones or technology but rather what makes young people use these to make uninformed decisions that adversely impact their lives.

Distribute copies of Information Booklet (Product 1

E in the Adolescent Empowerment Toolkit) on “Law and policy support for adolescent empowerment and addressing GBV” and discuss questions related to it.

- Describe the PCMA law – The Prohibition of Child Marriage Act, 2006 (PCMA) prohibits child marriage and lays down strict penalties for violations. Under the Act, any marriage where the boy is less than 21 years of age and the girl less than 18 years is to be considered a child marriage. Other significant features of the Act include:
 - » Any violation of the law is non-bailable
 - » Rigorous imprisonment of up to two years or with a fine up to Rs. 1, 00,000 assigned to violators (including the groom and bride’s side) or anyone who helps in arranging the marriage
 - » Child Marriage Prohibition Officers have the right to prevent any such marriage and take necessary legal steps

2 DISCUSSION QUESTIONS

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

3 FACILITATOR’S NOTES

The case study presentations and following discussions may bring out various issues and debates. We may hear stories of how parents do not act as support systems and

would rather let their children suffer as opposed to offering safety and support. You may also hear the blame game on mobile phones and technology as “spoiling” adolescents and encouraging them to run away or elope with partners who may be unacceptable to the community. The issue is not about phones or technology but rather what makes young people use these to make uninformed decisions that adversely impact their lives.

The fact that there is a tacit sort of acceptance of child marriage is what needs to be discussed. Although clear laws do exist in the case of child marriage, they are not enough to curb child marriages unless implementation happens at the community level.

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

- Child marriage is an act to curb one’s human rights.
- Child marriage restricts girls’ right to education, an essential human right, as mentioned in Clause 26 of the UDHR.
- Universalisation of secondary schooling is key to delaying child marriage. Residential schools are very important for girls belonging to poorest communities.
- Child marriage curtails girls’ right to health, which is also a basic right and has been mentioned in Article 25 of the UDHR.
- Article 23, i.e., the right to employment, and Article 22, i.e., the right to social security of the UDHR are also being hampered by child marriage.
- Article 16 of the UDHR, the right to marry in “free and full consent” is also being curbed through the activity of child marriage as an underage girl/boy lacks the maturity to recognise the implications/responsibilities related to marriage.
- As human rights are connected with each other, it is inevitable that child marriage violates not only the

above-mentioned rights but also all the other rights of a human being.

- India voted in favour of the UDHR in General Assembly on 10th December, 1948. Therefore, as Indians we all are entitled to exercise all human rights declared in the UDHR.

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

- The principle of equality of men and women in the legal system;
- abolishes all discriminatory laws and adopts appropriate ones prohibiting discrimination against women;
- establishes tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- ensures elimination of all acts of discrimination against women by persons, organisations, or enterprises.

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

1. Article 1: Definition of discrimination against girls and women
2. Article 3: Guarantee of basic human rights and freedoms
3. Article 5: Roles based on stereotypes
4. Article 6: Trafficking and prostitution
5. Article 10: Education
6. Article 11: Employment

7. Article 12: Health

8. Article 16: Marriage and family life

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

- Provision: the right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest, play and care for disabled and orphans)
- Protection: the right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial, or sexual exploitation and physical and mental abuse)
- Participation: The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion, and language).

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

1. Article 1: Definition of the child: Every human being below 18 years unless majority is attained earlier according to the law applicable to the child
2. Article 2: Non-discrimination
3. Article 5: Parents, family, community rights, and responsibilities
4. Article 6: Life, survival, and development

5. Article 19: Abuse and neglect (while in family or care)

6. Article 24: Health care

7. Article 26: Social security

8. Article 28: Education

9. Article 32: Economic exploitation

10. Article 34: Sexual exploitation

11. Article 35: Abduction, sale, and traffic

12. Article 40: Juvenile justice

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

Session

5

45 Minutes

Redefining Roles and Responsibilities of Partners in a Healthy Marriage

Materials Required:

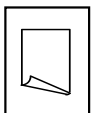
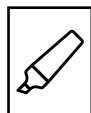


Chart Paper



Marker Pens

OBJECTIVES:

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

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

1 METHODOLOGY:

- 1) Announce the session title with teaching objectives.
- 2) Write down the word “marriage” on a flip chart and read it aloud. Ask the adolescent boys to speak up what comes to their mind instantly upon reading and

- hearing the word “marriage”. It could be related to any emotion – happiness, worry, or even fear.
- 3) Now, ask them to answer the same question on behalf of their sisters, younger aunts, or close friends. Record their responses on the flip chart in two parts as shown below and connect the ideas together in the end by summarising them. A few expected responses have been provided below:

| | Meaning of marriage for BOYS/MEN in our society | Meaning of marriage for GIRLS/WOMEN in our society |
|----------|---|---|
| Positive | A family Wedding rituals, feast, clothes | A family Wedding rituals, feast, clothes |
| Negative | Moving away from loved ones and childhood friends to an unknown place Discontinued education Possibility of poor economic conditions and no livelihoods Difficulties in taking care of children and family Dowry Added familial responsibilities and difficulty to cope with all additional responsibilities Discontinued education | Moving away from loved ones and childhood friends to an unknown place Discontinued education Possibility of poor economic conditions and no livelihoods Difficulties in taking care of children and family Malnutrition of both the girl and her children Violence faced by the girl, including dowry demands Possibility of getting HIV from husband and getting blamed for it Poor health conditions—early or frequent pregnancy Loss of shelter on being thrown away from in-laws' home and not getting shelter in parental home Sexual exploitation/harassment and vulnerability to violence No control over own body and reproductive health |

- Now, ask the participants to evaluate who faces more difficulties in marriage—girls/women or boys/men? Probe the participants to recall how they have felt when some lady family members close to them—mother, sister, neighbour, or friend—have had to face huge difficulties in marriage.
- Clarify to the participants that the objective is not to scare them regarding marriage but to prepare them for it. They must be well aware of possible implications of marriage so that they take well informed decisions. This exercise will also equip them with better reasoning while they negotiate with their parents and other family members upon being forced into marrying early in their life.
- Share the definition of marriage as “The formal union of a man and a woman, typically as recognised by law, by which they become equal partners as husband and wife.” Stress the term “equal” and ask the participants what they understand by it.
- Share the most relevant aspects pertaining to equal status of both married partners. Support them with suitable examples such as married women attending college, eating the same meal, using contraception etc.
 - equal education and livelihood opportunities,
 - equal access to healthcare and nutrition,
 - mutual decision making in domestic matters such as bearing children, household expenses etc.,
 - equal protection from all forms of violence including domestic and sexual abuse,
 - equal share of household work and responsibilities.
- In order to expand on the last point mentioned above, draw the following table outline on a chart paper and invite responses from the participants for each row. They must mention the key activities performed by both men and women during different times of the day.



A few expected responses have been given below:

| | Activities by Men | Activities by Women |
|--------------------|--|--|
| Early Morning | Sleeping, reading newspaper, drinking tea, getting ready for work | Cooking, getting husband, and children ready for work and school |
| Morning | Going for work or livelihood | Taking care of babies/infants, elder members of the family, cleaning the house, going for work |
| Afternoon | Sleeping or being at work | Being at work, teaching children, washing, and cleaning |
| Evening/Late Night | Chatting with friends and neighbours, drinking tea or alcohol, watching TV | Cooking, laying beds, preparing for next day |

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES:

Society expects a woman and a man to play particular roles and take on particular responsibilities after marriage. And we continue to do it! If we were to carefully reflect, both men and women can do all the household and domestic tasks (except the biological role of giving birth, which only women can do).

Generally, women perform three kinds of work:

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

But, men do only two types of work, namely, productive (earning) and community (interacting with society outside home). Thus women have triple burden of work. Even though women are taking on more economic responsibility, men are yet to start taking up their share of household work. Men also need to contribute in bringing up children (looking after young baby, changing nappies, changing uniforms, attending to school homework, looking after sick children, being their emotional anchor, talking to them about their hobbies, activities, aspirations, etc.)

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



MODULE III: ELIMINATING GENDER-BASED VIOLENCE

Session

6

60 Minutes

Ending Domestic Violence against Girls and Women

Materials Required:

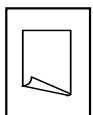
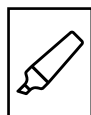


Chart Paper



Marker Pens



Annexure:
Annexure 3:
Dealing with
Domestic
Violence
in Child
Marriage

OBJECTIVES:

- » Encourage the adolescent boys to identify and challenge domestic violence situations
- » Identify the links between gender, power, and violence
- » Identify the salient features of Protection of Women against Domestic Violence Act, 2005 (PWDVA)

Empowerment Focus: Psychological; familial/inter-personal; sociocultural; economic

1 METHODOLOGY:

- Announce the session title with teaching objectives.

- Distribute copies of Annexure: Annexure 3: Dealing with Domestic Violence in Child Marriage to all the participants.
- Next, divide the participants into groups of five or six members each and ask them to read the story together and discuss answers to the questions mentioned below within their groups. Give them 20 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage the silent participants to contribute to the discussions.
- Next, ask each group to come up and present their ideas and views on both the questions under each case study.

- After all the presentations are complete, thank the groups for their participation and discuss some important aspects related to the issue.
Discussion questions
- Why was Prasad violent at home? What situations permitted him to perform violence against Neena?
- What impact did domestic violence have on Raghav, their seven year old son, who was witnessing these violent acts in the family?
- What are the most common justifications for domestic violence? Can Prasad's violent attitude towards Neena ever be justified?
- What can individuals, especially men, do to reduce domestic violence?
- What are the legal provisions for addressing domestic violence against women?

2 FACILITATOR'S NOTES:

What is domestic violence?

Domestic violence is physical, sexual, psychological, or financial violation within family or in an intimate relationship. It includes:

- Emotional abuse, covering humiliation, ridicule, verbal abuse, isolation, or restriction of movement
- Physical violence
- Sexually degrading conduct
- Economic deprivation
- Harassment due to unlawful dowry demands

Abusers come from all walks of life. They can be male or female; but, mostly, men are perpetrators. The abuser is responsible, and there is no excuse for domestic violence. Contrary to popular belief, domestic violence is not caused by stress, mental illness, alcohol, or drugs. Although these may be risk factors, the only true cause of domestic violence is the abuser's choice of acting violently. The

person facing violence/survivor is never responsible for the abuser's behaviour. "Blaming the partner" is something that abusers often do to justify their violent behaviour. This is part of the pattern and is in itself abusive. Women often feel responsible for the violence, and it is important to let them know that the violence is not their fault.

At the individual level, a man could have witnessed violence as a youth, been abused, or witnessed domestic violence within the family. That kind of social conditioning affects a person's self-image. They may feel that they have societal permission to be violent, because they see it around them. Children who witness violence at home display emotional and behavioural disturbances as diverse as withdrawal, low self-esteem, nightmares, and aggression against peers and family members. Those who have witnessed their parents' domestic violence are more likely to abuse their own wives than children of non-violent parents. The sons of the most violent parents are more likely to become wife beaters. Adolescents, who have been exposed to domestic violence, get so entrenched that they find it difficult to engage themselves in more positive ways of social interaction

On the other hand, tradition also allows men to take action; they can respond to the violence they see around them, faster, and more definitively.

Here are some of the reasons for engaging men and boys as key players in helping to end domestic violence.

- Because men care: A majority of men are respectful and care about women and girls in their lives and community. They are the biggest allies in creating safe spaces for women.
- Because men can stop violence: For domestic violence to stop, men who are violent must be empowered to make different choices. Every time a man's voice joins that of women speaking out against violence, the world becomes safer for us all.
- Because men listen to men: Men are more likely to listen to other men and can be taught that strong men respect women.

- Because domestic violence is not a women's issue: Family violence affects everyone and stems from sexist attitudes and behaviours. To stop violence, both men, and women must work towards changing cultural norms and holding violators accountable.
- Because men know survivors: They are neighbours, friends, and family members of women suffering from violence. At some point in most men's lives, someone close to them will ask for help. Men must be prepared to respond with care, compassion, and understanding.
- Because men work with survivors: Men are an integral part of the community that supports and interacts with families dealing with violence. They work in positions of judges, police officers, and doctors who work with families in crisis.

Men can take the following steps to eliminate domestic violence:

- Do not be silent; speak up against the abuse.
- Reflect on your own behaviour, understand how your own attitudes and actions perpetuate sexism and violence, and work towards changing them. If you have been violent towards a woman, then urgently seek help and support to change abusive behaviour.
- Lead by example and stop abuse by promoting respectful behaviour towards women.
- Talk to children and promote gender sensitivity among them.
- Challenge images of violence against women in media.
- Talk with other men about preventing violence.
- Show support for women who are trying to come out of domestic violence.
- Listen to women friends, their fears and concerns for their safety, and support them when they confide in you about being abused.
- Expand education and awareness efforts to increase

positive attitudes towards non- violence, and encourage individuals to report family violence.

- Support candidates for political office who are committed to the full social, economic, and political equality of women.
- Support laws that encourage men to take responsibility for ending violence.
- Become aware and spread information on the implementation of the PWDVA 2005. The PWDVA or Protection of Women against Domestic Violence Act, 2005 protects all women facing domestic violence. This is a civil law and no arrests are made. Mother, daughters, sisters, wife, live-in partners, and dependent children can take recourse to the law. Anyone on behalf of the women can report through filing a Domestic Incident Report (DIR) with any of the following people:
 - » Protection Officer (PO) deputed at the district level
 - » Service Provider (SP) or registered NGOs working in your area
 - » Magistrate
 - » Lawyers
 - » Police
 - » The first hearing of each case has to happen within three days of the complaint being registered. Final hearing of the case should happen within 60-90 days of complaint being registered, failing which, the PO faces a penalty clause.
 - » PWDVA has provisions for aggrieved women which help them get free medical help, safe residence, and protection from abusive partner, custody of children, monetary compensation, and maintenance and free legal aid.
 - » Apart from this, you can call 1091, a toll-free national helpline for women or inform a registered NGO in your area dealing with such cases.

Session

7

45 Minutes

Materials Required:

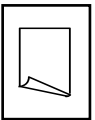


Chart Paper



Marker Pens



Annexure:
Annexure 4:
Ending Sexual
Harassment in
Public against
Girls and
Women

Ending Sexual Harassment in Public against Girls and Women

OBJECTIVES:

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

Empowerment Focus: Psychological; Familial/ Inter-personal; sociocultural

1 METHODOLOGY:

- Announce the session title with teaching objectives.
 - » Distribute hand out copies of “Annexure: Annexure 4: Ending Sexual Harassment in Public against Girls and Women” to all the participants.
 - » Next, divide the participants into groups of 5-6 members each and ask them to read the story together and discuss answers to the questions mentioned below within their groups. Give them 20 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have

understood the task at hand. Also, encourage the silent participants to contribute to the discussions.

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

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES:

Sexual harassment is the making of unwanted sexual remarks or advances by a man to a woman in a public place. It is a very serious issue, which leads to immense mental torture and humiliation to women and girls when they get harassed on roads and public transport. It could be done by an individual or collectively, and it may be

directed towards one woman or a group of them. It could also be a verbal pronouncement of a socially disapproved comment or a sexually explicit statement. It may even extend to touching or brushing against a woman, following her, or making her feel uncomfortable by making undesired comments.

Sexual harassment in public includes:

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

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

- the right to life, liberty, personal security,
- freedom from torture,
- freedom of speech, and
- health, education, and an adequate standard of living, as her mobility gets restricted or she is forced to get married early.

The major reason that women are subjected to these kinds of inhuman acts, and their right to life with dignity is violated, is the patriarchal system of society, where males are considered superior to females. The role of men and women in society is seen in terms of domination and subordination. Women are perceived to be submissive, and to be kept under the control and supervision of men. Apart from these reasons, men's desire to prove their strength over women encourages them to overpower and exploit them. Some common reasons for these offences may also be revenge, hatred if their interest is not reciprocated, or

mere pleasure fuelled by power.

Moreover, a large part of our society does not permit boys and girls to mix. Consequently, boys develop misconceptions about the opposite sex. The media and movies project the notion that such as girls appreciating unwanted attention especially that is physical/sexual in nature or boys having some “fun” in groups at the expense of a girl/woman’s dignity. If healthy talking and activity sharing is promoted right from childhood among boys and girls, these misconceptions can be eliminated as they will get exposed to real issues and behaviour by both boys and girls.

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

- Do not be silent; speak up against the abuse.
- Reflect on your own behaviour, understand how your own attitudes and actions perpetuate sexism and harassment, and work towards changing them.
- Lead by example and stop abuse by promoting respectful behaviour towards women.
- Challenge images of harassment against women in media and pornography.
- Talk with other men about preventing harassment.
- Show support for women in public who try to fight sexual harassment.
- Listen to women friends, their fears and concerns for their safety, and support them.
- Support laws that encourage men to take responsibility for ending sexual harassment.

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

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

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

- Section 292 of the IPC clearly spells out that showing pornographic or obscene pictures, books, or papers to a woman or girl results in a fine of Rs. 2,000 with two years’ imprisonment for first offenders. In the case of a repeated offence, the offender may be fined Rs. 5,000 and sentenced to five years’ imprisonment.
- Under Section 509 of the IPC, obscene gestures, indecent body language, and negative comments directed at any woman or girl or exhibiting any object that intrudes upon the privacy of a woman carries a penalty of imprisonment for one year or a fine or both.
- The Criminal Law (Amendment) Act, 2013 introduced changes to the IPC, making sexual harassment an expressed offence under Section 354A, which is punishable up to three years of imprisonment and/ or with fine. The Amendment also introduced new sections making acts like disrobing a woman without consent, stalking, and sexual acts by person in authority an offence.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 adds protection for female workers in most workplaces.

Session

8

60 Minutes

Protecting Oneself from Sexual Violence

Materials Required:



Annexure:
Annexure
5: Sexual
Abuse in
Young
Children



A4 Sheets



Copies of
Sexual
Harassment
- Bookmark
and Card

OBJECTIVES:

- » Recognise instances of sexual abuse against them.
- » Equip adolescent boys in protecting themselves against sexual abuse or harassment.
- » Stop and resist in sexually abusive relationships.

Empowerment Focus: Psychological; familial/inter-personal; sociocultural

1 METHODOLOGY:

- Announce the session title with teaching objectives.
- Distribute a blank sheet of paper to each participant and ask them to draw a simple outline of their bodies as shown here.

- Next, ask them to put a cross mark (X) on private zones in their sketches of body outlines which if seen or touched by anyone else lead to discomfort and ill feelings. The rest of the body sketch can represent public zone which can be visible to others too.
- Now, distribute another blank sheet to each participant and ask them to draw two vertical lines and divide the page into three columns as follows:



| My Most Trusted People | Signs of Sexual Abuse (Safe Touch and Unsafe Touch) | Fighting Sexual Abuse |
|------------------------|---|-----------------------|
| | | |

- Ask the participants to think about any of their secrets. Now, ask them to write down the name/s of any person/people with whom they will be comfortable sharing those secrets without any fear or doubt. It could be anyone from their own families like mother or father, a teacher, neighbour, or a friend etc.
- Next, ask them how do they feel in the following situations:
 - » Hugging by mother
 - » Kissing on the cheeks by sister or brother
 - » Stroke on the head by grandfather on touching his feet
 - » Doctor giving an injection on their thigh or buttocks in the presence of a family member
- Now, ask them how they would feel in these situations:
 - » Catching people peep on you while you may be changing clothes or taking a bath
 - » A known person trying to touch you between your legs or buttocks
- Explain the concept of “safe touch” and “unsafe touch” relating them to the last two situations. Take help of the facilitator notes to mention important differences between “safe touch” and “unsafe touch”. Also, ask the participants to keep making notes in the second and third column under “signs of sexual abuse” and “fighting sexual abuse” as you discuss the next two points.
- Highlight these important facts related to Safe and unsafe touch.
 - » No one should touch us without our permission. We have a right over our body (in case of minor touch with permission is also considered as offence).
 - » Particularly, no one should touch us in the areas that are covered by inner wear which includes between our legs and buttocks, unless they are helping us be

clean or healthy, like the doctor, or parents when we are sick and physically weak.

- » The three things to be done when someone is giving us unsafe touch against our will are:
 - Say “NO! Do not touch me.”
 - Run and go away from that person
 - Tell about it to the person whom you trust the most (ask the participants to refer to the people they identified during the activity under step 5)
(Ask the participants to loudly repeat these three steps in tackling sexual abuse)
- Share the Childline number 1098 with the participants, stressing on the fact that it should be called only when close family members/guardians refuse to listen or take action against sexual abuse reported by children.
- Distribute copies of Annexure: Annexure 5: Sexual Abuse in Young Children and ask the participants to share it with their families. Identify a list of local NGOs that provide support in such cases of child sexual violence and add the names/contact details in the handout.
- Ask the participants to read the “Story of Mohan” and discuss a few related questions.

2 DISCUSSION QUESTIONS:

- When Mohan was being given “unsafe touch”, was it his fault?
- What could have Mohan done to protect himself from such repeated sexual assaults? Why was he scared to inform his parents about it?
- What could have Mohan’s parents done to help him recover from the repeated sexual assaults?
- Was there a “male pride” in Mohan which stopped him from informing his parents about the abuse?

- What will you do to help a person in a similar situation such as Mohan's?

3 FACILITATOR'S NOTES:

Safe Touch vs Unsafe Touch

| Safe Touch | Unsafe Touch |
|--|--|
| <ul style="list-style-type: none"> • Gives happy feelings which can be shared with everybody (not applicable in case of minor) • Is open, mutual, and never without permission (in case of minor touch with permission is also considered as offence) • Is never given to children between legs and buttocks or the chest, unless, by a doctor or parent for medical reasons and always with permission • Can never be requested by others on private body parts from young children | <ul style="list-style-type: none"> • Gives bad feelings which are not easy to share with everybody • Is often hidden along with threats given to the person being touched • Can be given to any part of the body including area between the legs, buttocks, or chest, mostly, without permission • Can be given by strangers as well as family members • Can also be requested by others like asking to have their private parts or lips etc. touched • Can also be experienced when someone else touches his/her private body parts in front of you • Also includes being requested to take off clothes or acting in an unacceptable manner in front of the camera to make photos and videos |

It is also important for the participants to understand that if someone is abusing or harassing them sexually by giving them "unsafe touch", it is not their fault. The children should not feel responsible for it. It is the older, grownup person, stronger person who is at fault and responsible for what is happening. Yet, the boys can help themselves by following the three steps of saying No, going away from the abusive person and inform the incident to close people whom they trust.

Despite sharing with trusted persons, if no action is being taken to protect the children (i.e. no protection from the abuser, who continues to visit the area, or no complaints are being lodged), then, the children must be advised to go and tell another person, and keep on telling till someone believes them. They may also call 1098 – Childline and report the case. Child-line is a service that is solely for children. The people who attend to such calls by children listen to them and guide them on the next steps that can be taken. However, it is important to understand this is an emergency helpline and should not be the first line of action.

"Unsafe" or "Bad" touch also includes casual but unnecessary strokes on the head and back and not just limited to the private parts. In such cases, the adolescents must again be advised to follow the three steps of Saying No, going away from the abusive person and inform the incident to close people whom they trust.

Law on Protection of Children from Sexual Offences Protection of Children from Sexual Offences Act 2012

This Act defines "a child" as anyone under the age of 18 years.

Summary of Offences

| Offence | Types of Offenders | Types of Actions | Punishment |
|---|---|--|--|
| Penetrative Sexual Assault | Anyone | Any form of penetration of the child or forcing the child to penetrate the offender or someone else | 7 years up to life imprisonment and fine |
| Aggravated Penetrative Sexual Assault | <ul style="list-style-type: none"> Police officers Armed forces Management or staff at religious institutes Management or staff at any institute providing services to the child Public services | <ul style="list-style-type: none"> Gang penetration Causing HIV Causing pregnancy Taking advantage of a physical or mental disability | 10 years up to life imprisonment and fine |
| Sexual Assault | Anyone | Sexual assault covers all acts other than or without penetration which are done with sexual intent | 3-5 years imprisonment and fine |
| Aggravated Sexual Assault | Same as aggravated penetrative sexual assault | Same as aggravated penetrative sexual assault | 5-7 years imprisonment and fine |
| Sexual Harassment | Anyone | Sexual harassment is committed when a person with sexual intent: <ul style="list-style-type: none"> carries out any act with sexual connotations makes a child exhibit his/her body shows pornography to the child follows a repeated course of action | Up to 3 years imprisonment and fine |
| Use of a Child for Pornographic Purposes | Anyone | <ul style="list-style-type: none"> representation of the sexual organs of a child usage of a child engaged in real or simulated sexual acts (with or without penetration) the indecent or obscene representation of a child is done | <p>For 1st offence: Up to 5 years imprisonment and fine</p> <p>For 2nd or subsequent offences: Up to 7 years imprisonment and fine</p> |
| Directly Participating in Child Pornography | Anyone | <ul style="list-style-type: none"> Sexual assault Penetrative sexual assault Sexual Harassment Aggravated offences | Up to life imprisonment dependent on the sexual offence committed and fine |
| Storing Child Pornography | Anyone | Storage for commercial purposes | Up to 3 years imprisonment and fine |
| Abetment | Anyone | <ul style="list-style-type: none"> Instigates any person to do that offence Engages with one or more other person or persons in any conspiracy for the doing of that offence Intentionally aids, by any act, or illegal omission, the doing of that offence | Abetment of an act would mean punishment for that act |
| Attempted Offence | | <ul style="list-style-type: none"> Attempts to commit any offence under this act Causes such an offence to be committed Does any act towards the commission of the offence | Imprisonment up to one half of the longest term of imprisonment for the attempted offence, or with fine, or both |
| Failure to Report or Record an Offence | Anyone | | Up to 6 months imprisonment and fine |
| Failure to Report or Record an Offence | In charge of an institution | | Up to 1 year imprisonment and fine |
| Media Violation | | <ul style="list-style-type: none"> Reporting the identity of the child or any information that could lead to the discovery of the child's identity | 6 months–1 year imprisonment and fine |
| Providing False Information or Making a False Complaint | Anyone above the age of 18 years | <ul style="list-style-type: none"> Providing false information or false complaint with the intent to humiliate, threaten, defame, or extort | Up to 1 year + fine (If it is a child then there will be no punishment) |

Individuals and Institutions Responsibility

| Whom | Responsibility |
|-------------------|---|
| MEDIA | REPORT ANY EVIDENCE OF A CRIME THAT HAS BEEN COMMITTED UNDER THIS ACT |
| PUBLIC BODY | REPORT ANY EVIDENCE OF A CRIME THAT HAS BEEN COMMITTED UNDER THIS ACT |
| SERVICE PROVIDERS | REPORT ANY EVIDENCE OF A CRIME THAT HAS BEEN COMMITTED UNDER THIS ACT |
| INSTITUTIONS | REPORT ANY EVIDENCE OF A CRIME THAT HAS BEEN COMMITTED UNDER THIS ACT |

It is the responsibility of all individuals and institutions (media, public bodies, and service providers) to report the evidence of any crime committed under this Act to the police.

Procedure

- Report to the Special Juvenile Police Unit (SJPU) or the local police. Police to record in writing with entry number
- Child to be produced before the Child Welfare Committee
- Translator must be provided if needed
- If the child is in need of care or protection, he or she must be admitted to shelter home or hospital within 24 hours and the samples collected for the purposes of the forensic tests are sent to the forensic laboratory at the earliest
- Emergency medical care will be provided in such a manner which protects the privacy of the child, and in the presence of the parent or guardian or any other person in whom the child has trust and confidence.

- No medical practitioner, hospital or other medical facility centre providing emergency medical care to a child will demand any legal or magisterial requisition or other documentation as a pre-requisite to provide such care.
- Must be reported to the special court within 24 hours
- The SJPU or local police receiving report of such information shall forthwith disclose to the person making the report the following details:
 - » his name and designation;
 - » the address and telephone number; and
 - » the name, designation, and contact details of the officer who supervises the officer receiving the information.

Special Provisions/Principles

1. If a medical examination of a female victim is required, it must be done by a female doctor.
2. All medical examinations must take place immediately and in the presence of an advocate for the child (chosen by the child or nominated on her behalf).
3. Statements should be taken with an advocate for the child (chosen by the child or nominated on her behalf).
4. Statements should be taken by a non-uniformed police officer.
5. The family or the guardian of the child must be provided with legal counsel of their choice through the Legal Services Authority.
6. The family or the guardian of the child must be provided with counselling and assistance in contacting the persons responsible for providing these services and relief.
7. In appropriate cases, the Special Court may on its

own or on an application filed by or on behalf of the child pass an order for interim compensation to meet the immediate needs of the child for relief or rehabilitation at any stage after the registration of the First Information Report. Interim compensation amount will be adjusted against the final compensation, if any.

8. The Special Court may on its own or on an application filed by or on behalf of the victim recommend the award of compensation where the accused is convicted, or where the case ends in acquittal or discharge, or the accused is not traced or identified, and in the opinion of the Special Court the child has suffered loss or injury as a result of that offence.

The National Committee for the Protection of Child Rights (NCPCR) will monitor the implementation of this law.

Guidelines of the National Human Rights Commission for the Media in Addressing the Issue of Child Sexual Abuse

- The media should bring the issue of child sexual abuse into the realm of public knowledge and public debate. It is important that the media present the issue of child sexual abuse as a serious violation of rights, and not only as an offence against children.
- Through sensitive and meaningful projection and coverage of the issue of child sexual abuse, the media should be instrumental in creating a sense of moral indignation and outrage over such incidents. The media should also take care to ascertain the facts, context, and circumstances. A report on such sensitive issues should not be filed based on superficial interviews with persons supposedly witness to the incident.
- The media should desist from the temptation to sensationalise or exaggerate a particular incident of

child abuse.

- When the media reports an incident of sexual abuse, it should also report subsequently on actions taken by the concerned authorities, and continue to report until the abusers are punished.
- The media should not unwittingly glorify the act of sexual abuse by giving the perpetrator undue prominence.
- The victim should not be further victimised or made to relive the trauma he/she has been through.
- The media should not disclose or reveal the victim's identity under any circumstance. If the victim is made to give a first person account of his/her experience, the media should use masking techniques, and assure the victim, relatives, and concerned persons of confidentiality.
- The media should not create a prurient interest in the sexuality of the child by image or innuendo.
- The child should not be made to come across as a passive entity.
- Besides drawing attention to the problem of child sexual abuse, the media also needs to enlighten the public on what can be done to prevent such incidents, and what needs to be—and must be—done if such an incident has taken place, including providing information on legal or other remedies.
- The media should provide its target audience with full knowledge of the rights of the child and the legal remedies available to a child in the unfortunate event of the sexual abuse of a child.
- The media needs to develop a system wherein viewers or the audience can comment or evaluate on the quality and impact of the programmes being aired and telecast.
- The media should document and widely disseminate

best practices on the prevention of child sexual abuse, action taken against abusers, work of selected NGOs, etc.

- In all reporting, the media must be guided by the principle of the best interest of the child, as required in the CRC.



MODULE IV: VALUING THE GIRL CHILD

Session

9

60 Minutes

Materials Required:

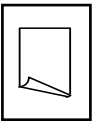


Chart Paper



Marker Pens



Three pieces of paper chits torn neatly from the copy of Annexure 6: Contribution of Women to the Society

Contribution of Women as Community Members

OBJECTIVES:

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

Empowerment Focus: Psychological; familial/ inter-personal; sociocultural; economic

1 METHODOLOGY:

- Announce the session title with teaching objectives.
- Put chart papers in two different corners of the room and title them as “value of a son” and “value of a daughter” respectively.
- Ask all the participants to go and write down at least one reason for which families value sons and daughters on the respective chart.
- Give all participants 10–12 minutes to do this task and then read out the reasons written by the participants.
- Follow this up with the discussion questions mentioned under this session plan.
- Next, divide the participants into three groups. Assign a case study to each group with the help of neatly torn chits from a copy of Annexure: Annexure 6: Contribution of Women to the Society.
- Ask them to discuss answers to the two questions mentioned below each story in their groups. Give them

बेटा कहना है...



By - Shikha Gupta
M.S.W Ist Su

© Breakthrough/India

break
through
building human rights culture
www.breakthrough.tv

- 15 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage the silent participants to contribute to the discussions.
- Next, ask each group to come up and present their ideas and views on both the questions under each case study.
- Keep recording their presented ideas on a flip chart and thank the participants for their active participation. The responses can be recorded in two separate sections—challenges faced by women and qualities needed in overcoming the challenges.
- Summarise the key points before closing the session.

2 DISCUSSION QUESTIONS

- What is the general reason for wanting boys and girls?
- Which one was easier to write down son or daughter?
- What can men do to change the situation and increase value for girls in the society? How will it benefit everybody including boys/men?
- Has the situation always been the same for all communities? When has it been different and why?
- What is the impact of this discrimination on both boys and girls?
- How do you think we can change the situation and ensure that both boys and girls get equal treatment?

3 FACILITATOR'S NOTES

Society values sons (men) and women (daughters) based

on the work they do. Although the value attached to a woman/ girl's life is much less, efforts have to be made to change the situation. These efforts can begin with girls and women themselves who try to come out of their comfort zones with courage and determination. *Men and boys can also change the situation by supporting them unconditionally.* These values could be in the form of monetary earnings, working on social reform in action, and thought and forming support groups. In a few cases, it also means to have the courage to fight malpractices such as dowry demands and missed inheritance of parental property with the help of existing legal and social support system.

These initiatives can later get supported by other members of the family and society at large. This will help create a positive impact on woman's needs for health, nutrition, education, opinions, etc.

Session

10

60 Minutes

Reducing Number of Women and its Impact

Materials Required:

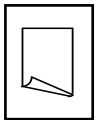
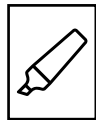


Chart Paper



Marker Pens



Copies of Annexure:
Annexure 7: Reducing
number of women
and its impact and
Annexure: Annexure
8: Oath taking by
participants

OBJECTIVES:

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

Empowerment Focus: Psychological; familial/ inter-personal; sociocultural; economic

1 METHODOLOGY:

- Announce the session title with teaching objectives.
- Divide the participants into three groups and distribute copies of Annexure: Annexure 7: Reducing number of women and its impact.
- Ask them to read and understand only the first part—“CASE STUDY 1: Story of Sujata”—and discuss answers to the questions mentioned under the story in their groups. Give them 15 minutes for the discussion and encourage them to make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage the silent participants to contribute to the discussions.

- Now, ask each group to come up and present their ideas and views on all the four questions under the case study.
- Next, ask the participants to read the second part: “CASE STUDY 2: Story of Piyaso”.
- Follow this up with the discussion questions mentioned under this session plan.
- Summarise the session by relating the sex-selection malpractices with rising incidences of child marriage using ideas from group presentations and discussion based on the two case studies. Highlight the success story provided in the second case study where the entire community along with leaders came together to prevent an incident of child marriage due to scarcity of brides.
- Towards the end, thank the participants for their active involvement throughout the module and distribute copies of Annexure: Annexure 8: Oath Taking by Participants.
- Finally, administer an oath to the participants in “Eliminating sexual harassment, child marriage, gender-biased sex selection, dowry and abuse/ violence against women and girls” by asking the participants to read the oath script after you.

2 DISCUSSION QUESTIONS

- Are you aware of any cases similar to any of the stories in your neighbourhood or your own family?
- Do you know of any law relating to gender-biased sex selection?
- Do you know of any organisation which helps women who face such situations? What kind of help do you think they provide?
- Do you think everyone should know of the law against

gender-biased sex selection?

- What will happen if the number of women continues to fall? How will it impact society?
- What can be done to challenge the incidence of child marriage due to scarcity of brides in selected areas?

3 FACILITATOR'S NOTES

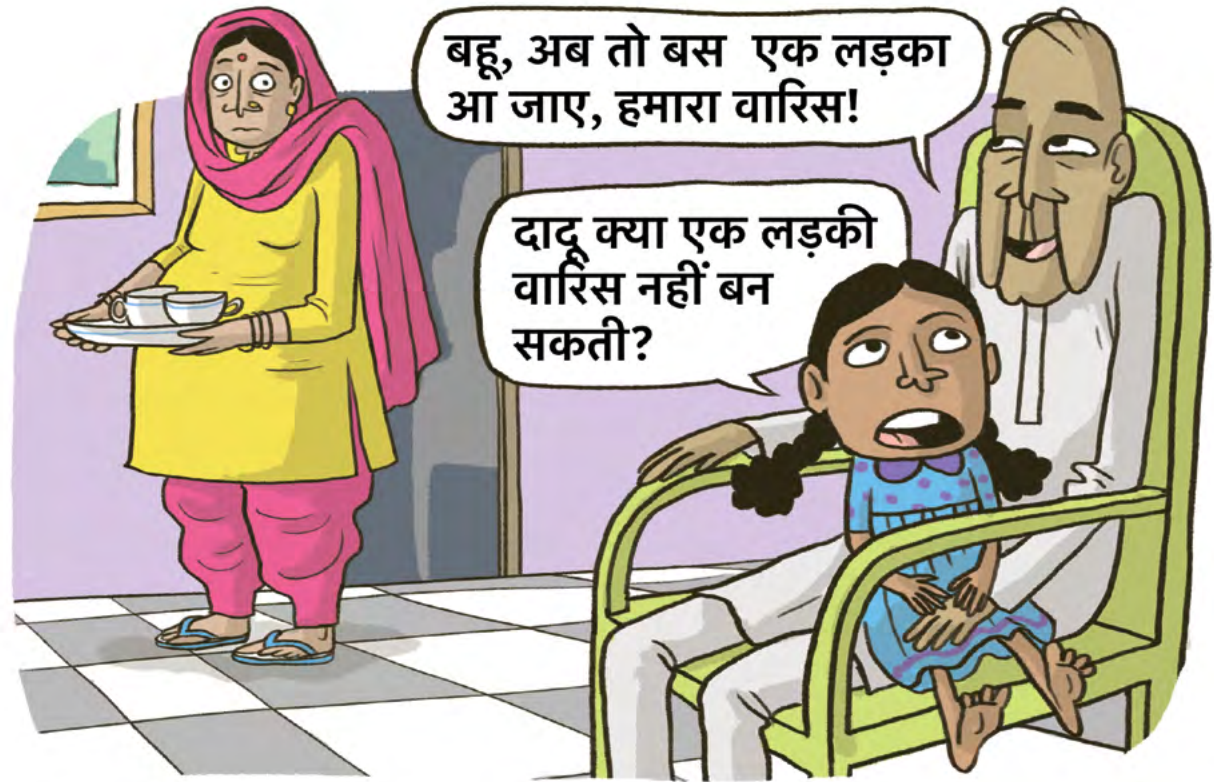
The popularity of sex determination tests in India has its roots in the strong son-preference which, to a large extent, has the sanction of religion, tradition, and culture. India has a legacy of biases against the girl child, as illustrated by continuing discrimination in receiving health and nutrition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

The Census of India, 2011 reports the child sex ratio of 919 females per 1000 males. This is down from 927 in 2001. This has resulted in worrisome situations, some of which have been highlighted by the media. For example, in Dang district, on the Gujarat–Rajasthan border, eight brothers married the same woman because finding a nubile woman is difficult (India Today, September 2001). Devra village of Jaisalmer district had the distinction of receiving a baraat after 110 years in 1997 (The Pioneer, 28 October 2001).

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

Features of the Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994

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



ANNEXURE

Annexure 1

What are Human Rights?

Human rights are those basic rights without which people cannot live with dignity. To violate someone's human rights is to treat that person as though she or he were not a human being. Gender discrimination happens when boys or girls are not allowed to access and enjoy their human rights to the fullest; for example, when girls are asked to drop out of school at an early age to take care of home or to marry, but boys are sent to school, as they are expected to take on the responsibility of the family. The socialisation process influences the way for both men and women access their rights.

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

There are close to 30 articles under human rights that people from around the world have agreed on by signing the Universal Declaration of Human Rights at the United Nations. The rights most relevant to adolescents concern

- 1) the right to life, liberty, personal security;
- 2) freedom from torture;
- 3) a fair trial;
- 4) freedom of speech;
- 5) freedom of religion; and
- 6) health, education, and an adequate standard of living.

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

We also have responsibilities and duties towards other people and the community. Individuals have the responsibility to ensure that they exercise their rights with due regard for the rights of others. For example, a person's right to freedom of speech does not extend to indulging in hate speech or using abusive language to put someone down.

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

Annexure 2

Violation of Human Rights in Child marriage

Group 1: HEALTH AND CHILD MARRIAGE

Raju, a 20 year old boy works as a brick kiln worker in Chhattisgarh. He works to support his poor family living in a distant village in Bihar. His co-workers introduced him to some cheap narcotic substances which helped him overcome his homesickness and mental burden of having to support his family at such a young age. He started sharing injectable drugs with his friends from work.

During his next visit home, Raju was married off by his family in exchange of dowry from the girl's side. The bride, Meena, 15, lived in the same village. The next year, at the age of 16 years, Meena gave birth to a baby girl. During her pregnancy, she did not get proper food or health care. Most often, Raju would be away for work. Though he visited home off and on, he could not send her money regularly. She had a very difficult pregnancy and was often very weak and ill. Anyway, the baby was born underweight and malnourished.

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

When Raju's parents found out, they drove her away along with her baby and blamed her character for the illness. By this time, her baby was also falling sick frequently. Even Raju fell seriously ill and suffered his last days with the guilt of infecting his family with AIDS.

Discuss the following in your group:

- 1) What are the human rights being violated here? How?
- 2) What is the impact of these violations on Raju?

Group 2: RIGHT TO CHOICE/DECISION MAKING AND CHILD MARRIAGE

Pratim and Rama have been good friends since childhood. Both stay in the same village close to the city. Each year, Rama did fairly well at school. When she got promoted to Class IX, her father gifted her a mobile phone, much against her mother's wishes. Rama began chatting with her friends from English coaching class using the mobile phone quite frequently. Slowly, her father started disliking her being "free" with her friends.

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

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

Rama did not return home that day! Her father filed a complaint at the local police station that his daughter had been kidnapped, although he knew that was not true. Later, he learned that Rama had married Pratim and was residing at his house with his accepting parents. In a fit of anger, Rama's father brought some influential people from his locality and beat Pratim up. Despite the incident, Rama did not return home, and continued living with Pratim. In fact, she reported to the police that she had not been kidnapped, but had chosen to marry Pratim of her own free will.

Now, Pratim faces life threat at the hands of Rama's family members and community.

Discuss the following in your group:

- 1) What are the human rights being violated here? How?
- 2) What is the impact of these violations on Pratim?

Group 3: EDUCATION, EMPLOYMENT, AND CHILD MARRIAGE

Tarun, 18, was extremely hard working, and helped his family in the fields. To pay family debts, his parents married him early in exchange of dowry to Shreya, 15, an intelligent student who did well at school. She had two brothers who both went to school and also attended tuition classes.

After marriage, Shreya wanted to continue with her studies, but Tarun's parents did not let her. Within the next three years, she gave birth to two babies. Gradually, Tarun's family lost their mortgaged land and their financial condition deteriorated. They started forcing Shreya to contribute to the family income by any means to feed their children. She applied for a position of an Anganwadi worker, but did not get the job, because it required applicants to have passed Class X.

Discuss the following in your group:

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

Group 4: VIOLENCE AND CHILD MARRIAGE

Prakash, a middle aged man dearly loved his younger sister Radha, now 15 years old. They lived with their family in a distant village. One day, he heard that her best friend, Mini, was raped while returning home from tuition. Fearing that Radha might meet the same fate, Prakash pestered his father to marry her off promptly married to a man who was 14 years older than Radha. His father was reluctant, but agreed after Prakash threatened to kill himself if she met the same fate, as it would be too humiliating for him to face society.

The first day after Radha's wedding, her parents-in-law asked her to bring Rs. 30,000 with her as compensation for her dark complexion. Radha had to do all the household chores from dawn to late night, and was allowed to sleep only after everyone had slept. Also, as she could not get the dowry each time her husband's family asked for it, she was underfed. She was unable to talk to her husband, since he was much older than she. Despite repeated requests, her husband would refuse her money. She also felt very uncomfortable having sex with her uncaring husband whenever he wanted to.

Radha told Prakash about her struggle only when she learned that her husband was in another relationship with a colleague. Prakash is shattered to hear about his sister's fate!

Discuss the following in your group:

- 1) What are the human rights being violated? How?
- 2) What is the impact of these violations on Prakash?

Please photocopy and cut the grey line

Please photocopy and cut the grey line

Annexure 3

Dealing with Domestic Violence

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

Neena, 25, lives with her husband and parents-in-law. She married five years ago, and has since been taking care of the entire household work single-handedly. Prasad, her husband, runs a shop along with his father. Her mother-in-law stays at home. Prasad had never been respectful or caring towards Neena from the start. Recently, he has also started losing his temper, and beats Neena up for trivial reasons, such as if the food she serves is not warm enough, or if he sees her talk to neighbours, or if she does not iron his clothes perfectly. If Neena disagrees with him, or tries to reason with him over matters, he gets even more violent.

Prasad's violent attitude towards Neena also creates a negative impact on Raghav, their three-year-old son. Of late, he has become quiet, withdrawn, and extremely shy. He has nightmares, and is aggressive towards other children and family members.

Prasad's acts of violence are becoming more frequent. Neena does not know how to protect herself or her child. She feels that her parents-in-law know about the violence but blindly support their son. She also feels reluctant to share these issues with her own parents—having completed their responsibilities towards Neena, and not knowing of her troubles, who they live peacefully. Sometimes, Neena finds comfort in sharing her grief with Seema, her next-door neighbour, who empathises with her.

Questions to be discussed in your group

- 1) What can Neena do to improve her situation? Why?
- 2) What stops Neena from taking stern action against her husband and in-laws?
- 3) Who is responsible for Neena's situation?
- 4) Why has Prasad's violent attitude towards Neena created a negative impact on Raghav, their little son?
- 5) Do you think that the violence against Neena is justified?

Can there be any situation where domestic violence is justified? Give reasons.

- 6) Are Neena's in-laws also supporting the violence happening in their home indirectly? Are you aware of similar cases in your neighbourhood or your own family?
- 7) What advice would you like to give Neena and her parents?



© Breakthrough/India

What is domestic violence?

Any act of GBV that results in or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public, or private life. Domestic violence includes:

- Physical violence
- Marital rape
- Psychological distress
- Emotional violence
- Economic deprivation—refusing to provide money for expenses
- Dowry-related harassment

What are the Indian laws that protect women from domestic violence?

The Protection of Women against Domestic Violence Act, 2005 protects all women facing domestic violence. This is a civil law; no arrests are made. Mother, daughters, sisters, wife, live-in partners, and dependent children can take recourse to the law. Anyone on behalf of the women can report through filing a DIR with any of the following people:

- Protection Officer (PO) deputed at the district level
- Service Provider (SP) or registered NGOs working in your area
- Magistrate
- Lawyers
- Police

The first hearing of each case has to happen within three days of the complaint being registered. Final hearing of the case should happen within 60-90 days of complaint being

registered, failing which, the PO faces a penalty clause. PWDVA has provisions for aggrieved women which help them get free medical help, safe residence, and protection from abusive partner, custody of children, monetary compensation, and maintenance and free legal aid.

Apart from this, you can **call 1091**, a toll-free national helpline for women or inform a registered NGO in your area dealing with such cases.

(Also note: Section 498A of IPC provides for criminal complaint in cases of domestic violence.)

Annexure 4

Ending Sexual Harassment in Public against Girls and Women

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

Preeti, 16, lives with her parents and three sisters in a village. Some boys in the neighbourhood have been harassing her of late, and she has been finding it difficult to step out of her house. The boys call out "Pretty, Pretty" to her, whistle at her, blow her flying kisses, and call her phone at odd hours. They stalk her on her way to school and back, and flash covers of pornographic magazines at her from a distance.

One day, Preeti's father saw those boys gesturing obscenely at her, and immediately decided to get her married. Soon, Preeti was married to a much older man, and had to drop out of school. Within two years, she became a mother, albeit after several miscarriages. She became physically quite weak, and started getting beaten up and abused by her husband for not being able to earn money while falling sick often.

Questions to be discussed in your group:

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

What is sexual harassment in public?

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

Sexual harassment in public includes:

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

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

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

- Section 294 of the IPC, which sentences a man found guilty of making a girl or woman the target of obscene gestures, remarks, songs, or recitation to a maximum jail sentence of three months.
- Section 292 of the IPC clearly spells out that showing pornographic or obscene pictures, books, or papers to a woman or girl, results in a fine of Rs.2000 with two years' imprisonment for first offenders. In the case of a repeated offence, the offender may have a fine of Rs.5000 with five years' imprisonment imposed.
- Under Section 509 of the IPC, obscene gestures, indecent body language, and negative comments directed at any woman or girl or exhibiting any object which intrudes upon the privacy of a woman, carry a penalty of imprisonment for one year or a fine or both.
- The Criminal Law (Amendment) Act, 2013 introduced changes to the IPC, making sexual harassment an expressed offence under Section 354A, which is punishable up to three years of imprisonment and/ or with fine. The Amendment also introduced new sections making acts like disrobing a woman without consent, stalking, and sexual acts by person in authority an offence.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, adds protection for female workers in most workplaces.



For more information log on to www.bellbajao.org

BE ALERT, BE AWARE

WHAT IS SEXUAL HARASSMENT?

Eve-teasing is what sexual harassment is usually called. But the word "teasing" makes it seem like a minor issue.

THE SUPREME COURT'S GUIDELINES ON SEXUAL HARASSMENT (13 AUGUST, 1997) HAS DEFINED SEXUAL HARASSMENT AS UNWELCOME BEHAVIOR SUCH AS:

- Physical Contact: Unwanted kissing, hugging or touching, standing very close to women and breathing down their necks, so on
- A demand or request for sexual favours
- Sexually coloured remarks: Lewd or inappropriate comments on another's looks or sexuality
- Showing pornography: In any form - films, pictures, poems or stories
- Any other unwelcome physical, verbal or non-verbal conduct of a sexual nature: Whistling, staring intently at another's body, obscene telephone calls or messages, inappropriate gifts of a sexual nature, stalking, sharing sexist or insulting graffiti, jokes & cartoons

ACTIONS YOU CAN TAKE

WOMEN

- Learn to recognize eve-teasing
- Say 'NO' loudly and clearly
- Show your confidence – show that you are aware of your rights and who you are
- There are more chances of people helping you if you ask for help - Don't be afraid to respond either
- Report the incident and make a formal request for action if the eve-teasing persists
- Be willing to respect boys who respect you

MEN

- Take care of how you behave with girls and women
- Learn to treat girls as human beings, friends and colleagues
- Pay attention to possible eve-teasing near you and be ready to help - but only if your help is needed
- Thinking that girls like being teased is WRONG!
- Thinking that girls who dress "daringly" deserve to be teased is WRONG!
- Don't take eve-teasing lightly
- Don't tease girls just because other boys do it

Comic strips by



Brought to you by



APEEJAY
SURRENDRA



WOMEN'S HELPLINE
1091/ 1291/ 23317004



For more information log on to www.bellbajao.org

BE ALERT, BE AWARE

WHAT IS SEXUAL HARASSMENT?

Eve-teasing is what sexual harassment is usually called. But the word "teasing" makes it seem like a minor issue.

THE SUPREME COURT'S GUIDELINES ON SEXUAL HARASSMENT (13 AUGUST, 1997) HAS DEFINED SEXUAL HARASSMENT AS UNWELCOME BEHAVIOR SUCH AS:

- Physical Contact: Unwanted kissing, hugging or touching, standing very close to women and breathing down their necks, so on
- A demand or request for sexual favours
- Sexually coloured remarks: Lewd or inappropriate comments on another's looks or sexuality
- Showing pornography: In any form - films, pictures, poems or stories
- Any other unwelcome physical, verbal or non-verbal conduct of a sexual nature: Whistling, staring intently at another's body, obscene telephone calls or messages, inappropriate gifts of a sexual nature, stalking, sharing sexist or insulting graffiti, jokes & cartoons

OVERCOMING BARRIERS TO INACTION

WHY I DON'T ACT

It is not my problem, it's a private matter

It will create more hassles for me, I do not want to be harassed by the police

I'm alone. I will get beaten up or face violence

My friends will laugh at me

WHY I SHOULD ACT

Violence is a public matter. It can happen to me, my friend and/ or my family

It is better to take a step today towards preventing harassment from happening again tomorrow

Once you raise your voice & take action, others will join you. Thinking that girls like being harassed is WRONG!

There will always be someone who will appreciate your effort. You will set an example for others to follow

Comic strips by



Brought to you by



APEEJAY SURRENDRA
Solid Since 1910



WOMEN'S HELPLINE
1091/ 1291/ 23317004

BE ALERT, BE AWARE



WHAT IS SEXUAL HARASSMENT?

EVE-TEASING IS WHAT SEXUAL HARASSMENT IS USUALLY CALLED. BUT THE WORD "TEASING" MAKES IT SEEM LIKE A MINOR ISSUE.

THE SUPREME COURT'S GUIDELINES ON SEXUAL HARASSMENT (13 AUGUST, 1997) HAS DEFINED SEXUAL HARASSMENT AS UNWELCOME SEXUALLY DETERMINED BEHAVIOR.

bell
bajao

For more information log on to
www.bellbajao.org

OVERCOMING BARRIERS TO INACTION



WHY I DON'T ACT

- It is not my problem, it's a private matter
- It will create more hassles for me, I do not want to be harassed by the police
- I'm alone. I will get beaten up or face violence
- My friends will laugh at me

WHY I SHOULD ACT

- Violence is a public matter. It can happen to me, my friend and/ or my family
- It is better to take a step today towards preventing harassment from happening again tomorrow
- Once you raise your voice & take action, others will join you. Thinking that girls like being harassed is WRONG!
- There will always be someone who will appreciate your effort. You will set an example for others to follow

Comic Strips By



www.comicstrips.com

Brought To You By



www.breakthrough.org

APEEJAY SURRENDRA
Solid Since 1910



WOMEN'S HELPLINE
1091/ 1291/ 23317004

Annexure 5

Sexual Abuse in Young Children (for parents and community leaders)

Myths about Sexual Abuse against Children

(Based on Study on Child Abuse, India 2007; Ministry of Women and Child Development, Government of India)

Myth 1: Strangers are responsible for abusing children sexually.

Reality: In most cases, the child knew the abusers; strangers were a minority.

Myth 2: Sexual abuse happens by accident, and by strangers.

Reality: Sexual abuse is very often planned, and is a dangerous abuse of a relationship.

Myth 3: Sexual abuse is more likely to happen in nuclear families and not joint families

Reality: Sexual abuse is prevalent in both joint and nuclear families.

Myth 4: Children can never keep things to themselves; if abused, they will share the incident.

Reality: Most children did not report the matter to anyone.

Myth 5: Emotional abuse is rare in sexual abuse.

Reality: Emotional abuse goes hand in hand with sexual abuse.

Myth 6: Child sexual abuse happens only with girls

Reality: Until the age of 12 years, boys and girls are equally affected. After adolescence, girls are more affected than boys.

What are the Indian laws that protect boys from sexual abuse?

1. IPC – Punishing Forcible Sex with a Boy (Section 377)

2. The Protection of Children from Sexual Offences Act (POCSO), 2012 – Comprehensive law expanding the scope and range of forms of sexual abuse. It also defines guidelines for child friendly police and courts.

What can you do if you come across a case of sexual abuse against a young child?

- 1) Physical protection (ensure that the child is never present again in the company of the abuser)
- 2) Emotional support (you must tell the child that what happened was not his fault and provide psychological counselling as necessary)
- 3) Ensure an environment where the child will feel safe.

Apart from this, you may also:

- 1) CALL 1098: This is the Childline number. You may report the case here. The counsellors here are equipped to inform and deal with such cases.
- 2) CALL THE POLICE and report the matter
- 3) CALL AN NGO in your area that deals with cases of Child Sexual Abuse

Sexual Abuse in Young Children–Story of Mohan

Mohan was five when his struggle with sexual abuse began. Most people believe that “home” is the safest place to protect children from violence, but, for Mohan, the worst form of violence happened in his own home. Mohan’s uncle, who used to teach him mathematics and other subjects, abused him sexually for years until he reached his teens. The abuse happened especially on days when there was nobody in the house. Mohan could not share anything with his parents about the abuse as he did not feel very close to them. He was also scared of his uncle who had threatened to beat him up if he ever shared their “secret” within the home or outside. Moreover, he was always conditioned to be “strong” and not “weak and complaining” since childhood because he was a “male” child.

The abuse went on until Mohan’s father found him in tears upon returning early from work one day. Mohan’s uncle (the offender) was asked to leave immediately and never visit the house again. Thereafter, life continued in Mohan’s household as usual.

Today, Mohan suffers from severe depression, anxiety, and even occasional aggression. He has lost interest in studies and avoids going to school. Mohan is not sure what impact the abuse has had on him and he often wonders why his family never reported the matter to the police. Why was the abuser allowed to go scot-free? Family honour and false male pride had become more important than facing up to what happened to him. He has not yet asked his parents these questions. He still does not know the answers!

Discuss these questions in the group and present the answer:

1. What prevented Mohan from sharing about sexual abuse to his parents?
2. What impact did sexual abuse have on Mohan?
3. What steps could Mohan’s parents have taken after knowing about the abuse?

Annexure 6

Contribution of Women to the Society

Tabbu, 16, lived in a large rural family with three siblings. She decided to join a local NGO that worked against child marriages as a street theatre artist. She performed as the main character who spoke out against child marriage. Tabbu was very convincing in her character and engaged the audience effectively to find possible solutions to prevent child marriages.

She also shared these experiences with her own family, and was able to convey the message of the play, which was marrying early adversely affects a young girl's physical and mental abilities. She was able to persuade her parents to delay the wedding of her two elder sisters, who were engaged, to let them continue their education and also take a vocational course to be financially independent.

Tabbu's confidence and conviction helped her talk to her family about the problem, and discuss possible solutions for a better life for everyone around her. It is remarkable that a young girl was able to talk about a deep-rooted custom and bring about change in the patriarchal mind-set of her family. It also showcases the fact that though child marriage is attributed to poverty, the real reason is the lack of awareness of the consequences if girls are married early.

Discuss the following in your group:

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

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

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

Discuss the following in your group:

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

Please photocopy and cut the grey line

Please photocopy and cut the grey line

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

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

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

Discuss the following in your group:

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

Please photocopy and cut the grey line

Annexure 7

Reducing Number of Women and its Impact on Child Marriages

CASE STUDY 1: Story of Sujata

Sujata, 19, is married and lives with her loving husband and parents-in-law. Her husband works at a nearby shop. Sujata takes care of all the household work and looks after her ageing parents-in-law. Her husband along with his parents kept forcing her to bear a baby as soon as she got married into the family.

In a short time, Sujata became pregnant. She is now three months pregnant. Her parents-in-laws desperately want her to take a sex determination test (which is illegal) to find out if the baby is a boy or a girl. Sujata is wondering what might happen if the baby turns out to be a girl. She is worried and does not know who she can share her concerns with—her husband or her own parents.

Discuss these questions in your group and present the answers:

- 1) Why do you think Sujata's parents-in-law want her to take a sex determination test?
- 2) What do you think Sujata should do? Where can she seek help/support?
- 3) What do you think will be the consequences for Sujata if the foetus is found to be female?
- 4) What stand should Sujata's husband take in this situation?

CASE STUDY 2: Story of Piyaso

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

Marrying young daughters at the onset of puberty is a common practice in Hesapidi. The practice is rampant, since there are no voices to protest. Recently, the village has become notorious as a source of child brides to Haryana (Indian state with the lowest sex ratio in the country) and for the high rate of trafficking of child brides. Reportedly, men from villages in Haryana descend on Hesapidi and take away girl children, in exchange of a token amount towards the cost of the marriage ceremony. In this bleak scenario, 12-year-old Piyaso's marriage was arranged with a 38-year-old man from Haryana in November 2013 in exchange of a token sum of Rs 50,000. Being illiterate and young, Piyaso was unable to fathom that the proposed marriage was a form of bondage.

An announcement of Piyaso's impending marriage was made in the village. It was heard by an SHG who had trained with a local NGO working against child marriage. The SHG members decided to prevent Piyaso's marriage and, with the support of the Panchayat Mukhiya Ramesh Singh Munda, reported the incident to the police and local media. Soon, the culprits were arrested, and a legal action initiated for child trafficking.

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

Discuss these questions in the group and present the answer:

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

Annexure 8

Oath Taking by Participants

Oath Taking

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

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

I will marry only after the legal age, which is 21 for boys and 18 for girls. I will also not bring a bride who is below 18 years of age.

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

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

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

I will not take dowry or give dowry.

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

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

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

I will promote completion of secondary education for my classmates.

Annexure 9

Further Reading on Working with Men and Boys

- XYonline is a website on men and gender issues: <http://www.xyonline.net>. It includes a substantial collection of accessible articles on men, gender, masculinity, and sexuality: <http://www.xyonline.net/articles>
- See, for example, the articles on men's work in helping to stop violence against women: <http://www.xyonline.net/category/article-content/violence>
- General articles on men and gender issues <http://www.xyonline.net/category/article-content/activism-politics>
- Resources (manuals, handbooks, training guides, etc.): <http://www.xyonline.net/category/article-content/resources>
- Critiques of "fathers' rights" and "men's rights" claims about family law, violence, custody, etc.: <http://www.xyonline.net/category/article-content/violence> and <http://www.xyonline.net/category/article-content/mens-fathers-rights>

Web Sites on Men and Gender

- XYonline also includes a substantial collection of links to other websites on men and masculinities: <http://www.xyonline.net/links>
- See, for example, the collection of links on involving men in building gender equality: <http://www.xyonline.net/links#a1>
- And the links on men's anti-violence work: <http://www.xyonline.net/links#a2>

The Men's Bibliography: Academic Scholarship

- A comprehensive bibliography of academic writing on men, masculinities, gender, and sexualities, listing over 22,000 works. It is free at <http://mensbiblio.xyonline.net/>
- This includes, for example, the best reading on men and masculinities: <http://mensbiblio.xyonline.net/bestreading.html#Heading1>
- Articles and books on men, gender, and feminism: <http://mensbiblio.xyonline.net/menfeminism.html#Heading1>

- Academic references on men's anti-violence work <http://mensbiblio.xyonline.net/violence2.html#Antiviolenceactivism>



breakthrough
human rights start with you

E-1A, First Floor, Kailash Colony, New Delhi-110048, India.

☎ 91-11-41666101 📠 91-11-41666107

✉ contact@breakthrough.tv

www.inbreakthrough.tv

 /BreakthroughIN

 @INBreakthrough

unicef 
unite for children

73 Lodi Estate, New Delhi 110 003, India

☎ 91-11-24690401 📠 91-11-24627521

✉ newdelhi@unicef.org

www.unicef.in

 /unicefindia

 @UNICEFIndia