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MODULE 9

TRAINING MODULE FOR ADOLESCENT GIRLS

Addressing Child Marriage, Sexual Harassment, and Violence

“The Adolescent Empowerment Toolkit”

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Module 9

TRAINING MODULE FOR ADOLESCENT GIRLS

is a resource book for community workers and trainers in sensitising and training adolescent girls on addressing child marriage, sexual harassment, and violence.

CONTENTS

About UNICEF	Pg 5
About Breakthrough	Pg 6
WORKING WITH ADOLESCENTS ON ELIMINATING CHILD MARRIAGE AND GENDER-BASED VIOLENCE	Pg 8
Why has this training module been created for adolescent girls?	Pg 8
What factors were considered to create the training module for adolescent girls?	Pg 9
What are the key capacity building needs of adolescent girls identified for the training module?	Pg 9
What is the duration and delivery mode of the training module for adolescent girls?	Pg 10
How can the sessions be conducted under this training module for adolescent girls?	Pg 10


SESSION PLANS UNDER THE CAPACITY BUILDING MODULE FOR ADOLESCENT GIRLS

Pg 12

MODULE I: UNDERSTANDING GENDER AND GENDER DISCRIMINATION

Pg 13

SESSION 1 - Gender Stereotyping

Pg 14

SESSION 2 - Understanding Social Norms: Life Cycle of a Girl and a Boy

Pg 16

SESSION 3 - Violence and Rights

Pg 19

SESSION 4 - Identifying the Impact of Gender and Sex on Our Lives

Pg 21

SESSION 5 - Link between Gender and Power in Relationships

Pg 23

SESSION 6 - Rights of Adolescent Girls

Pg 25

MODULE II: TACKLING SEXUAL VIOLENCE

Pg 29

SESSION 7 - Protecting oneself from Sexual Violence

Pg 30

SESSION 8 - Safe Places and Unsafe Places

Pg 35

MODULE III: UNDERSTANDING THE MEANING OF MARRIAGE

Pg 37

SESSION 9 - Rights and Responsibilities of a Married Woman

Pg 38

SESSION 10 - Child marriage: A Violation of Human Rights

Pg 41

SESSION 11 - Dealing with Domestic Violence in Child Marriage

Pg 44

MODULE IV: VALUING THE GIRL CHILD

Pg 47

SESSION 12 - Contribution of Women and girls as Community Members

Pg 48

SESSION 13 - Reducing Number of Women and its Impact on Child Marriages

Pg 50

MODULE V: EXPLORING DECISION-MAKING AND NEGOTIATION SKILLS

Pg 52

SESSION 14 - Making the Right Choices and Upholding Them

Pg 53

SESSION 15 - Power of Groups and Collectives in Negotiating for Rights

Pg 56



ANNEXURE	Pg 58
ANNEXURE 1 - What are Human Rights?	Pg 59
ANNEXURE 2 - Sexual Abuse in Young Girls and Children (for Parents and Community leaders)	Pg 60
ANNEXURE 3 - Sexual Abuse in Young Girls and Children–Story of Runa	Pg 61
ANNEXURE 4 - Violation of Human Rights in Child marriage	Pg 62
ANNEXURE 5 - Dealing with Domestic Violence in Child Marriage	Pg 64
ANNEXURE 6 - Contribution of Women to Society	Pg 66
ANNEXURE 7 - The Reducing Number of Women and Its Impact on Child Marriages	Pg 68
ANNEXURE 8 - Oath-Taking by Participants	Pg 69
NOTES	Pg 70
NOTES	Pg 71





United Nations Children's Fund (UNICEF)

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

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Breakthrough is a human rights organization

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



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


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

Using the Capacity Building Module for Adolescent Girls

Why has this training module been created for adolescent girls?

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

to 18 years, to build their capacities in three ways.

- Firstly, by helping them understand and acknowledge the enormity of the issues they face, such as the lack of basic rights including access to educational facilities and livelihood opportunities, and being forced into child marriage, teenage pregnancy, and domestic violence.
- Secondly, by attempting to improve their decision-making and negotiation abilities with regard to education and livelihood, choosing a life partner, tackling dowry, managing expectations faced as a bride, fighting domestic violence, and handling the pressure to produce babies.

- Thirdly, by encouraging value, respect, and trust within themselves through discussions, impartial sessions, and creating spaces for exploration. The improved capacities of adolescent girls can help them support each other which can lead to the creation of safe and supportive spaces.

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



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

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

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

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

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

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

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

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

SESSIONS	TRAINING CONTENT BASED ON CAPACITY BUILDING NEEDS	DURATION
Module 1	Understanding gender and gender discrimination	4 hours
Session 1	Gender stereotyping	20 min
Session 2	Understanding social norms: Life cycle of a girl and a boy	30 min
Session 3	Violence and rights	90 min
Session 4	Identifying the impact of gender and sex on our lives	30 min
Session 5	Link between gender and power in relationships	45 min
Session 6	Rights of adolescent girls	45 min
Module 2	Tackling sexual violence	1.75 hours
Session 7	Protecting oneself from sexual violence	60 min
Session 8	Safe and unsafe places	45 min
Module 3	Understanding the meaning of relationship and marriage	3 hours
Session 9	Rights and responsibilities of a married woman	45 min
Session 10	Child marriage: A violation of human rights	90 min
Session 11	Dealing with domestic violence in child marriage	45 min
Module 4	Valuing the girl child	2 hours
Session 12	Contribution of women and girls as community members	60 min
Session 13	The reducing number of women and its impact	60 min
Module 5	Exploring negotiation and decision-making skills	1.25 hours
Session 14	Making the right choices and upholding them	45 min
Session 15	Power of groups and collectives in negotiating for rights	30 min
	Total duration	12 hours

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

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

The capacity building module has been prepared for a total duration of about 12 hours spread across 15 sessions. The delivery mode is facilitator-led sessions in an informal classroom setup catering to small groups of learners, preferably 20–25 girls. Participatory training methods have been used in designing the sessions. This includes the use of case studies, group discussions and brainstorming, group presentations, role playing, etc.

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

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

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

- Refer to the session plans and pick the session to be conducted.



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



SESSION PLANS UNDER THE CAPACITY BUILDING MODULE FOR ADOLESCENT GIRLS

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MODULE I: UNDERSTANDING GENDER AND GENDER DISCRIMINATION

Session

1

20 Minutes

Materials Required:

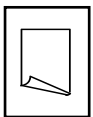
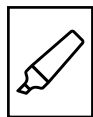


Chart Paper



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Gender Stereotyping

OBJECTIVES:

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

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

1 METHODOLOGY:

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



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

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

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

2 DISCUSSION QUESTIONS:

- Do you see any pattern here?
- Why do you feel we think of girls and boys as having these particular qualities?
- Do you think all of us could have all of the above qualities?

3 FACILITATOR'S NOTES:

Society expects us to behave in a certain way as women or men. We set boundaries for ourselves while interacting with the opposite sex or our own sex. Our upbringing and socialisation teaches us to conform to societal “norms” which leads to gender stereotypes and promotes a number of issues that adolescent girls face in their lives. This training module attempts to address some of these relevant issues like child marriage, domestic violence, and sexual abuse.

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

Session

2

30 Minutes

Understanding Social Norms: Life Cycle of a Girl and a Boy

OBJECTIVES:

- To help participating girls identify gender discrimination.
- To encourage the participants to question societal “norms” instead of adopting an attitude of silent acceptance.

Materials: None in particular. A large room or open space is needed for paired role-play.

Empowerment Focus: Familial/interpersonal; socio-cultural dimension

1 METHODOLOGY:

- Announce the session title and state the teaching objectives.
- Mark one corner of the area as “BOY” and another as “GIRL”.
- Next, invite ten volunteers, and ask them to stand in a group.
- Announce that you are going to read 12 statements which represent situations and events in our lives. Each of the ten volunteers will be expected to respond to those statements.

- Ask the volunteers to move towards the “BOY” corner or the “GIRL” corner depending on who is more advantaged in the given life situation.
- Prepare a score sheet to record the number of volunteers moving towards either corner in each situation. (Example: For statement 1, eight volunteers stood in the “BOY” corner whereas only two went to the “GIRL” corner.)
- Now, keep reading out the following situations while the volunteers move towards the “BOY” or “GIRL” corners. Also, ask the volunteers to explain the reasons behind their choices. (A majority of volunteers will move to the “BOY” corner in almost all the situations.)
 - » **Celebrating birth of the child:** Generally, the birth of a boy is celebrated.
 - » **Celebrating the naming of the child:** Mostly, the naming ceremony for the boy is done with great fanfare, but not for the girl.
 - » **Response from other family members on birth of the child:** Largely, elders open-heartedly congratulate the mother on the birth of a son and try to comfort the mother on the birth of a girl by wishing for a boy child next time.
 - » **Care and nutrition received by mother and baby at child birth:** Generally, mothers of baby boys are fussed over and are given a higher status in the family compared to mothers of baby girls. This also includes better nutrition and post-natal health care for both the mother and baby boy.
 - » **Health care of the child:** Generally, baby boys in the family are taken to hospitals and shown to doctors, whereas girls are given home remedies and quack treatment. Also, families have been found to be keener on breastfeeding a baby boy

rather than a baby girl.

- » **Preventing birth of baby girls:** Pre-natal sex determination is a widely accepted malpractice that leads to female foeticide and causes a declining sex ratio of girls.
 - » **Education for the child:** Literacy rates show that more boys study than girls.
 - » **Play time:** Normally, boys are sent outdoors to play more than girls.
 - » **Helping in the household work:** Girls are generally expected to actively help in household tasks much more than the boys.
 - » **Puberty and mobility:** Usually, families discourage girls from going out or moving around freely when they begin menstruating or reach puberty. Boys do not face any such restrictions.
 - » **Marriage:** Usually, families start looking out for grooms and worrying about dowry for their daughters much earlier than they do for their sons.
 - » **Decision-making powers:** Generally, girls have very little say on how to dress, act, talk to strangers, etc., unlike the case of boys.
 - Now, announce the total scores for the “BOY” and “GIRL” corners and announce the winning corner.
 - Ask the volunteers to be seated and thank them for their participation.
- 2 DISCUSSION QUESTIONS:**
- How did we feel when the “BOY” corner got more volunteers than the “GIRL” corner?
 - Should there be a different approach to nutrition and healthcare for girls and boys starting from birth

to adulthood? Who are the persons responsible for improving the situation?

- Why are girls expected to stay back at home and perform household tasks instead of playing, especially after attaining puberty? What can be done to improve the situation?
- Why are girls expected to get married early and are often associated with the burden of dowry? Can education and employment among girls change the situation?
- Can a girl have decision-making powers in the family regarding her own life? How can the situation change?

3 FACILITATOR'S NOTES:

- Gender discrimination begins at home as soon as the child is born. It is evident through the attitude of family members when they do not want to celebrate the birth of a girl child or treat mothers differently based on the sex of the child they deliver. This discrimination is seen and felt by girls and women throughout their lifetime, be it in the fields of health, education, marriage and job opportunities, in the violence they face, and in the amount decision-making powers they have.
- Usually, household work is considered the responsibility of women and girls. This is complicated by the fact that they have fewer opportunities and advantages in terms of education and employment. However, men enjoy the benefits of education and extra-curricular activities like sports, leisure etc. Although women do a major share of work, it is not acknowledged and they do not get wages or salary. This is unfair because:
- They lack financial independence which reduces their

decision-making powers.

- Most of the time they are the only ones who do all the household chores.
- If they work outside, then they have the added responsibility of household chores as well.
- They are not given any breaks, leaves, or retirement from this work.
- Since they are always occupied by household chores, women and girls do not have the time to educate themselves, hone their skills, develop their knowledge, or for leisure and recreation.
- Their work is hardly respected, especially by other household members. Sometimes, it is considered “beneath the dignity” of some household members to do these chores. Often, it is not considered to be work at all.

On the other hand, men also perform these chores, but for wages, and in such situations it is considered respectable. We are socialised into believing that men are not supposed to perform these tasks at home. The commonly stated reasons are that these tasks are meant for women/girls and men/boys cannot do them well enough. A few examples:

- Cooking food in hotels or restaurants
- Washing clothes at a laundry centre
- Stitching clothes/garments
- Teaching in schools, universities, etc.

Finally, the lack of decision-making abilities and powers in girls is a cumulative result of lack of education, livelihoods, and reduced mobility after attaining puberty or becoming a mother. Physical weakness as a result of improper healthcare since childhood and low self-esteem further complicates the situation.



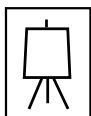
Session

3

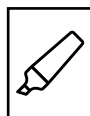
90 Minutes

Violence and Rights

Materials Required:



White board



Markers Pens

OBJECTIVES:

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

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

1 METHODOLOGY:

- Elicit responses from participants about the various kinds of harassment, abuse, and violence women face at home and outside, e.g., on the streets, in marketplaces, workplaces, etc.
- Divide participants into groups of four or five members each.
- Ask participants to discuss in their groups and identify one form of violence against women or girls.
- They have to represent this violence as a still image using all the group members who can be different characters and 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 and fill-in the columns. Discuss as exhaustively as possible and then move on to the next image theatre and add what may be missing.

WHAT WAS THE INCIDENT OF VIOLENCE	WHAT WAS THE FORM OF VIOLENCE	WHO WAS FACING THE VIOLENCE
This will be the incidents that the groups have presented: e.g., sexual harassment in the bus, market place, domestic violence at home, gender-biased sex selection at the hospital, general discrimination in access to education etc.	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 varied. For example, the in-laws, husband, neighbours, parents, strangers, etc.	This will have responses like her mobility, safety and security, low self-esteem, etc.	This column will have several rights. For e.g., right to freedom, equality, etc. If required, the facilitator needs to probe for rights that may have been left out.

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES:

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

Session

4

30 Minutes

Identifying the Impact of Gender and Sex on Our Lives

Materials Required:

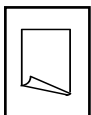
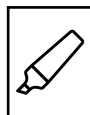


Chart Paper



Marker Pens

OBJECTIVES:

- To help adolescent girls differentiate between sex and gender.
- To encourage the participants to analyse and challenge the roles of men and women acquired as a result of societal conditioning.
- To help the participants identify gender-defined roles and responsibilities which lead to reduced decision-making powers and limited resources for growth.

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

1 METHODOLOGY:

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

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

- Now, read 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. Also, please provide the correct answers in the end as mentioned below within brackets.
 - » Women give birth to babies; men do not. (sex)
 - » Little girls are gentle, boys are tough. (gender)
 - » Among Indian agricultural workers, women are paid 40–60 percent of the men’s wage for the same work output. (gender)
 - » Women can breast-feed babies, men can bottle-feed babies. (sex; gender)
 - » Even when a woman is working, she must take care of the house. (gender)
 - » Most business people in India are men. (gender)
 - » In Meghalaya, women inherit, but men do not. (gender)
 - » Men’s voices break at puberty; women’s do not. (sex)
 - » In one study of 224 cultures, there were five in

which men did all the cooking, and 36 in which women did all the house building. (gender)

- » Women are forbidden from working in dangerous jobs such as underground mining. (gender)
- » According to UN statistics, women do 67 percent of the world’s work, yet their earnings amount to only 10 percent of the world’s income. (gender)

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR’S NOTES:

“Nature and our biology” does not determine one’s feminine and masculine traits. It only dictates whether you are born male or female. The difference between sex and gender must always be kept in mind. It is useful to be aware of the subtle forms of discrimination as well as the power play that exist in our homes, communities, and society. Enacting certain roles or having certain expectations placed on you because of your gender can affect your enjoyment of rights. For example, in a culture where women are expected not to question the decisions of the men in the family, they may be forced to keep silent even if violence occurs, thus jeopardising their right to live a life free of violence.

Roles and responsibilities are socially structured over a period of time by social norms, religious sanctions, family culture, and legally sanctioned rights. In fact, all work can be done by all people—both men and women, provided both are given equal resources 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, will not contribute to the family income. A boy’s education is looked upon as an investment for the family’s future needs.

Session

5

45 Minutes

Materials Required:

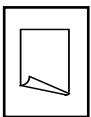
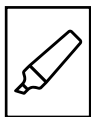


Chart Paper



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Link between Gender and Power in Relationships

OBJECTIVES:

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

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

1 METHODOLOGY:

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

participants to explain in one word what they understand by this term. Record all responses from the participants and summarise the information.

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

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

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

- » Power over people
- » Power under people or a system
- » Equal power
- » Inner power

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES:

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

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

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

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

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

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

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

Session

6

45 Minutes

Rights of Adolescent Girls

Materials Required:

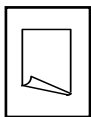
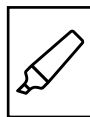


Chart Paper



2 Coloured
Markers



Annexure: Annexure
1: What are Human
Rights

OBJECTIVES:

- To help participating girls recognise their rights as equal members within a family.
- To introduce human rights principles to the participating girls and identify its importance in their lives.
- To help the participants identify the importance of child rights and women rights against discrimination in continuation with their conceptual understanding of human rights.

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Draw the following table on a chart paper and make it visible to participants. You could fill the row heads by asking them to name key members in their families. The column heads in the form of future situations have already been given below. You can add more columns as situations according to the context of issues and problems in your intervention areas:

	OWNING OR INHERITING A HOUSE	OWNING A VEHICLE	TAKING UP A JOB	HIGHER EDUCATION/ INCLUDING SECONDARY LEVEL EDUCATION	CHOOSING A LIFE PARTNER AND CHANGING SURNAME AFTER MARRIAGE	CHOOSING TIME OF BIRTH AND NUMBER OF CHILDREN TO HAVE AS A PARENT	MANAGING AND PRIORITISING HOUSEHOLD EXPENSES
Myself	No	No					
Sister	No	No					
Mother	No	No					
Father	Yes	Yes					
Brother	Yes	Yes					

- Now, ask them to brainstorm (think) and respond yes/no on behalf of each “family member” (row heads) against each “situation” (column heads). Examples have been provided in the table above. You may have to move row by row. Give participants enough time to respond. Try and encourage even the silent participants to respond.
- Record “Yes” and “No” responses in different colours. Highlight the patterns emerging from the large number of “No” responses for girls/women, which represents the denial of their privileges and rights.
- Next, distribute hand-outs “Annexure: Annexure 1: What are Human Rights?”
- Divide the participants into groups of 5–6 persons each and ask them to read and understand the hand-out in their groups. They are also required to fill up a table provided in the hand-out after discussion. Give them 15 minutes to understand the hand-out, discuss, and fill-in the table.
- Make rounds to make sure the groups have understood what is to be done and help them, if needed.
- Now, ask each group to come up and present their responses recorded in the table.
- Keep recording their responses on a separate chart paper and summarise them after all the groups have presented. Summarise by explaining the six types of most relevant rights for girls, what do those rights imply, what are the resources needed to uphold those rights, and which key people are responsible in the process. A summarised sample has been provided in the facilitator notes section.
- Next, discuss the importance of child rights and women rights against discrimination in continuation to human rights with the help of “Facilitator’s 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.
- Thank all the groups for their participation.



2 FACILITATOR'S NOTES:

Use this sample chart to explain the context of human rights to the participants. The same table has been provided as a group exercise in the hand-out to discuss and fill up. Add more details below to make the context more relevant.

MY RIGHTS	WHICH MEAN	RESOURCES NEEDED	PERSONS RESPONSIBLE
Life, liberty, personal security	Play and leisure; equality of genders; choice of partners; prevention of sex selection; right to marriage; inheritance of property; economic security for all women and girls; reproductive right as a choice (spacing and pregnancy); safety and security	Anganwadi enrolment; school admission/enrolment; career counselling; help with professional courses; enrolment in college; colostrum; breastfeeding; vaccination; nutrition; information related to reproductive health	Parents; elders; peers; community; govt. field workers; hospital—doctors and nurses; panchayat members; child protection officers; police; religious leaders; teachers; self
Freedom from torture	Protection against sexual harassment and domestic violence		
A fair trial	Legal redressal mechanisms for complaints through FIRs, appointment of lawyers, court hearings, etc.		
Freedom of speech	Reading and discussing issues faced by girls in the society; forming groups of adolescent girls to raise awareness in the society		
Freedom of religion	Safe places for worship; forming worship groups; choices in selecting worship practices, if needed—like not being able to fast due to health reasons, etc.		
Health, education, and an adequate standard of living	Right to information and education; vaccination; health and nutrition; food; family planning—contraceptive choices of women		

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

- Ensures elimination of all acts of discrimination against women by persons, organisations, or enterprises.

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

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

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

- Provision: The right to possess, receive or have access to certain things or services (e.g., a name and a nationality, health care, education, rest, and play and care for the 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 listed 54 articles that set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries every day. The most important consideration is the best interest of the child. Although all the articles are indispensable, some salient articles have been given below for ease of understanding:

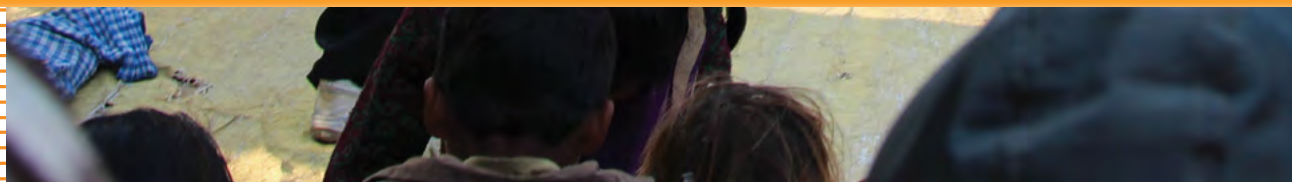
- Article 1: Definition of the child: Every human being below 18 years unless majority is attained earlier according to the law applicable to the child
- Article 2: Non-discrimination
- Article 5: Parents, family, community rights, and responsibilities
- Article 6: Life, survival, and development
- Article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

The 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. All of us—as girls and boys, or as women and men—need resources in our life to lead a fulfilling life. In today's society, we observe that resources are generally more easily available to men and boys than to women and girls. This needs to change so that girls and women have equal opportunities and resources to lead a better life.

We should all work towards increasing the privileges that girls have and reduce their restrictions. Girls and boys are different but not unequal. Girls and boys have different access to privileges and have different degrees of restrictions. Restrictions on girls hinder their development and growth. Girls should also get the same opportunities and privileges as boys. This will help in their overall development and they can also contribute to their families and the society.



MODULE II: TACKLING SEXUAL VIOLENCE



Session

7

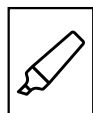
60 Minutes

Protecting oneself from Sexual Violence

Materials Required:



A4 Sheets



Marker Pens



Annexure:
Annexure 2:
Sexual Abuse in
Young Girls and
Children



Girl Doll

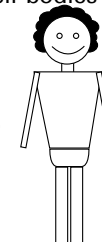
OBJECTIVES:

- To help adolescent girls recognise instances of sexual abuse against them.
- To equip adolescent girls to protect themselves against sexual abuse or harassment.
- To help the participants overcome powerlessness in sexually abusive relationships.

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

1 METHODOLOGY:

- » Announce the session title and the 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 can 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 their parents, a teacher, a neighbour, or a friend.
- 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 putting the stethoscope on the chest or giving an injection on the thigh in the presence of a family member
- Now, ask them how they felt in these situations, if they have faced it:
 - » Stroke on the arm by a stranger while travelling

by bus

- » Staring glances by boy classmates
- » Catching people watching you while you change clothes or take a bath
- » A known person trying to touch you between your legs, buttocks, or the chest
- Explain the concept of “safe touch” and “unsafe touch” through the last two situations. Take help of the facilitator notes to draw attention to 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, our buttocks, and our chest, unless they are helping us be clean or healthy, like the doctor, or our 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.
- Inform a trusted person (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 Child-line number 1098 with the participants, stressing on the fact that it should be called only when close family members/guardians refuse to listen or to take action against sexual abuse reported by girl children.
- Distribute copies of “Annexure: Annexure 2: Sexual Abuse in Young Girls and 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 their names/contact details in the hand-out.
- Ask the participants to read the “Story of Runa” and discuss a few related questions.

2 DISCUSSION QUESTIONS:

- When Runa was being given “unsafe Touch”, was it her fault?
- What could have Runa done to protect herself from such repeated sexual assaults? Why was she scared to inform her parents about it?
- What could have Runa’s parents done to help Runa recover from the repeated sexual assaults after she informed them about it?
- What will you do to help a person in a similar situation such as Runa’s?

3 FACILITATOR’S NOTES:

SAFE TOUCH	UNSAFE TOUCH
Gives happy feelings which can be shared with everybody (not applicable in case of minor)	Gives bad feelings which are not easy to share with everybody.
Is open, mutual, and never without permission (in case of minor touch with permission is also considered as offence)	Is often hidden along with threats given to the person being touched.
Is never given to young girl children between legs, buttocks, or the chest, unless, by a doctor, or parent for medical reasons and always with permission.	Can be given to any part of the body including area between the legs, buttocks, or chest, mostly, without permission.
Can never be requested by others on private body parts from young girl children.	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.

SAFE TOUCH	UNSAFE TOUCH
	Also includes being requested to take off clothes or acting in an unacceptable manner in front of the camera to make photos and videos.
	Leads to hidden secrets between the person and young girl child.

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 girl should not feel responsible for it. It is the older grownup stronger person who is at fault and responsible for what is happening. Yet, girls can help themselves by following the three steps of saying no, going away from the abusive person, and informing a trusted person about the incident.

Despite sharing with trusted persons, if no action is being taken to protect the girl child (i.e., no protection from the abuser who continues to visit the area, or no complaints are being lodged), then, the girl must be advised to go and tell another person, and keep on telling till someone believes them. They may also call 1098 Child-line 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 that this is an emergency helpline and should not be the first line of action.

“Bad” or “unsafe” touch also includes casual but

unnecessary strokes on the head and back and is not just limited to the private parts. In such cases, the adolescent girls must again be advised to follow the three steps of saying no, going away from the abusive person, and informing a trusted person about the incident.

Protection of Children from Sexual Offences Act 2012

- Children: A child within this act is defined 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	Police officers; armed forces; management or staff at religious institutes; management or staff at any institute providing services to the child; public services	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 a) carries out any act with sexual connotations; b) makes a child exhibit his/her body; c) shows pornography to the child; d) follows a repeated course of action	Up to 3 years imprisonment and fine
Use of a child for pornographic purposes	Anyone	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	For first offence: up to 5 years imprisonment and fine; for second or subsequent offences: up to 7 years imprisonment and fine
Directly participating in child pornography	Anyone	Sexual assault; penetrative sexual assault; sexual harassment; aggravated offences	Up to life imprisonment depending on the sexual offence committed and fine
Storing child pornography	Anyone	Storage for commercial purposes	Up to 3 years imprisonment and fine
Abetment	Anyone	Instigates any person to do that offence; engages with one or more other person or persons in any conspiracy for doing 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		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		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	Providing false information or false complaint with the intent to humiliate, threaten, defame, or extort	Up to 1 year and 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

All individuals and institutions must

- Report to the Special Juvenile Police Unit (SJPU) or the local police. Police should record the incident in writing with entry number.
- Child to be produced before the Child Welfare Committee.
- Translator must be provided if needed.
- If child in need of care or protection, he or she must be admitted to a shelter home or a hospital within 24 hours and the samples collected for the purposes of the forensic tests must be sent to the forensic laboratory at the earliest.
- Emergency medical care must be provided in such a manner which protects the privacy of the child, and must be 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 should 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.
- SJPU or local police receiving report of such information shall forthwith disclose to the person making the report, the following details:
 - » His or her name and designation
 - » Contact address and telephone number
 - » The name, designation, and contact details of the officer who supervises the officer receiving the information

Special Provisions/Principles

- If medical examination of a female victim is required it must be done by a female doctor.
- All medical examinations must take place immediately and in the presence of an advocate for the child (chosen by the child or nominated on his or her behalf).
- Statements should be taken in the presence of an advocate for the child (chosen by the child or nominated on his or her behalf).
- Statements should be taken by non-uniformed police officer.
- Provide the family or the guardian of the child with legal counsel of their choice through the Legal Services Authority.
- Provide the family or the guardian of the child with counselling and assist them in contacting the persons who are responsible for providing these services and relief.
- The Special Court may, in appropriate cases, 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 registration of the First Information Report. Interim compensation amount will be adjusted against the final compensation, if any.

- The Special Court may, on its own, or on an application filed by or on behalf of the victim, recommend an award of compensation when the accused is convicted, or when 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.

Session

8

45 Minutes

Materials Required:

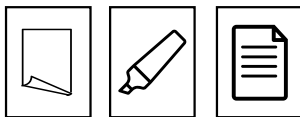


Chart Paper

2 Coloured
Makers

A4 Sheets

OBJECTIVES:

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

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.

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

- Draw the table outline on a flip chart as shown under point 4. Elicit responses from the participants only for the second column: "Are these places safe or unsafe?" You may want to add more spaces depending on responses from the participants.
- Next, divide the participants into groups of 5-6 each and assign one space to each group. Ask them to brainstorm in their groups and come up with ways to make the

assigned areas safer for all girls to live or travel/visit. Take rounds to make sure they have understood the task at hand and guide only if necessary.

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

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

SPACES	ARE THEY SAFE OR UNSAFE FOR YOU?	WAYS TO MAKE THEM SAFE
Market/shops	Unsafe	Inform sarpanch uncle about boys standing at the paan shop and staring and passing comments on us.
Neighbourhood	Unsafe	Discuss the idea of solar street lighting with sarpanch uncle.
Community halls		
Play areas		
Festivals/celebrations		
Visit to the doctor		

2 DISCUSSION QUESTIONS:

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

3 FACILITATOR'S NOTES:

Sexual harassment and other forms of sexual violence in public spaces are an everyday occurrence for women and

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

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

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

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



MODULE III: UNDERSTANDING THE MEANING OF MARRIAGE



Session

9

45 Minutes

Materials Required:

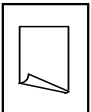
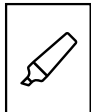


Chart Paper



Maker Pens

Rights and Responsibilities of a Married Woman

OBJECTIVES:

- » To help adolescent girls define the unbiased meaning of marriage in fair terms.
- » To improve the decision-making abilities of adolescent girls in marriage.

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.

- Write down the word “marriage” on a flip chart and read it aloud. Ask the adolescent girls to talk about what comes to their mind instantly upon reading and hearing the word “marriage”. It could be related to any emotion—happiness, worry, or even fear.
- 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:

EXPECTED POSITIVE AND HAPPY ASPECTS OF MARRIAGE	POSSIBLE NEGATIVE ASPECTS OF MARRIAGE
A family	Moving away from loved ones and childhood friends to an unknown place
A promising future—home, children, etc.	Discontinued education
Meeting new people and forming new relationships	Possibility of poor economic conditions and no livelihood
	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 out of in-law's home and not getting shelter in parental home
	Sexual exploitation/harassment and vulnerability to violence
	No control over own body and reproductive health

- 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 the possible implications of marriage so that they can carefully select their life partner, and only at an appropriate time. 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.
- Share the following definition of marriage, “The formal union of a man and a woman, typically as recognised by law, by which they become equal partners as husband and wife.” Stress on the term “equal” and ask what the participants understand by it.
- Share the most relevant aspects pertaining to the equal status of both married partners. Support them with suitable examples such as married women attending college, eating the same meal, using contraception, etc.
 - » Equal education and livelihood opportunities
 - » Equal access to healthcare and nutrition
 - » Mutual decision-making in domestic matters such as bearing children, household expenses, etc.
 - » Equal protection from all forms of violence including domestic and sexual abuse
 - » Equal share of household work and responsibilities.
- In order to expand on the last point mentioned above, draw the following table on a chart paper and invite responses from the participants for each row. They must mention the key activities performed by both men and women during different times of the day.

- A few expected responses have been given below:

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

2 DISCUSSION QUESTIONS:

- Is there a difference in the daily activities performed by women and men? If yes, what are the key differences?
- Can all the daily activities be performed by both husband and wife?
- Do you think that you will continue doing all the tasks

that your mother does in the family?

- 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 a woman and a man play in a marriage? Why? How?

3 FACILITATOR'S NOTES:

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

Generally, women perform three kinds of work:

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

But men do only two types of work—productive (earning) and community (interacting with society outside home). Thus, women are burdened with triple the amount of work. Even though women take on more economic responsibility, men are yet to start taking up their share of household work. Men also need to contribute to bringing up children (looking after infants, changing nappies, changing uniforms, attending to school homework, looking after sick children, being their emotional anchor, talking to

them about their hobbies, activities, aspirations, etc.)

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



Session

10

90 Minutes

Child marriage: A Violation of Human Rights

Materials Required:

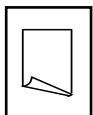
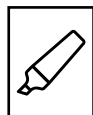


Chart Paper



Makers Pens



Annexure: Annexure 1: What are Human Rights



Annexure: Annexure 3: Violation of Human Rights in Child Marriage



Copies of the information booklet (Product 12 in the Adolescent Empowerment toolkit)

OBJECTIVES:

- To help adolescent girls list their human rights that get violated through child marriage
- To help the participants identify provisions under The Prohibition of Child Marriage Act, 2006 (PCMA)

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

1 METHODOLOGY:

- Announce the session title as well as the teaching

objectives.

- Do a quick re-cap of key learnings from Session 3: Rights and Privileges of Adolescent Girls while broadly referring to “Annexure: Annexure 1: Universal Declaration of Human Rights”.
- Next, clarify the objectives of the current session—an effort to look at violation of human rights as a result of child marriage.
- Now, divide the participants into four groups. Assign a case study to each group with the help of the neatly torn chits from “Annexure: Annexure 3: Violation of Human Rights in Child Marriage”.

- Ask them to discuss answers to the two questions mentioned below each story in their groups. Give them 20 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage silent participants to contribute to the discussion.
- Next, ask each group to come up and present their ideas and views on both the questions under each case study.
- Record their ideas under four different categories as presented below. Some expected common points have also been mentioned here. You can add more to the list, as needed.

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

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

2 DISCUSSION QUESTIONS:

- Who can be punished under the legal provisions offered by PCMA?
- How can forced/early/child marriages be nullified under the PCMA?
- Who 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. For example, we may hear comments on marital rape and the lack of recourse. We may hear stories of how parents do not act as support systems and would rather let their girls suffer as opposed to offering safety and support. You may also hear the blame game on mobile phones and technology, which are seen as factors that “spoil” girls and encourage them to run away or elope. The issue is not about phones or technology but rather about what makes young people use these to make uninformed decisions that adversely impact their lives.
- The fact that there is a tacit sort of acceptance of child marriage is what needs to be discussed. While there is no clear law on marital rape, it does exist in the case of child marriage. However, by itself, it has not provided safety or protection to young girls. The role of society and the perceived value of women is the issue here.
- Do remember to discuss some or all of the following issues:
 - Child marriage is an act that curbs one’s human rights.
 - Child marriage restricts girls’ right to education. Right to education is an essential human right mentioned in

Clause 26 of the UDHR.

- Universalisation of secondary education is key to delaying girl’s 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 hampered by child marriage.
- Article 16 of the UDHR, the right to marry in “free and full consent” is also curbed through the child marriage, as an underage girl/boy lacks the maturity to recognise the implications and responsibilities that come with marriage.
- As human rights are connected with each other, it is inevitable that child marriage violates not only the above-mentioned rights, but also all the other rights of a human being.
- India has voted in favour of the UDHR in the General Assembly on 10 December, 1948. Therefore, as Indians, we are all entitled to the human rights declared in the UDHR.

Session

11

45 Minutes

Dealing with Domestic Violence in Child Marriage

Materials Required:

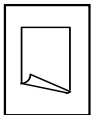
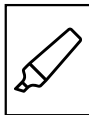


Chart Paper



Maker Pens



Annexure:
Annexure 4:
Dealing with
Domestic
Violence in
Child Marriage

OBJECTIVES:

- To encourage adolescent girls to identify and challenge domestic violence
- To explore the links between gender, power, and violence
- To help the participants identify the salient features of the Protection of Women against Domestic Violence Act, 2005 (PWDVA)

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Relate this session with Session 6 on sexual violence and clarify that adolescent girls face not just gender-based violence (GBV) /sexual harassment but also an equally prevalent form of violence at home which is “domestic violence”. This session is completely dedicated to the problem of domestic violence, especially in the context of child marriage.
- Distribute copies of “Annexure: Annexure 4: Dealing with Domestic Violence in Child Marriage” to all the participants.

- Next, divide the participants into groups of 5-6 members each and ask them to read the story together and discuss answers to the questions mentioned below. Give them 20 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage silent participants to contribute to the discussion.
- Next, ask each group to come forward and present their ideas and views on both the questions under each case study.
- After all the presentations are complete, thank the groups for their participation and discuss some important aspects related to the issue.

2 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?
- What is the role of natal home and parents in the lives of girls for shaping their attitude towards tolerating domestic violence? How can girls and women encourage basic rights at home?
- Do you know of any organisation that helps women

who face violence?

- What are the legal provisions for addressing domestic violence against women?

3 FACILITATOR'S NOTES:

- What is domestic violence?
- Domestic violence is physical, sexual, psychological, or financial violation of an individual within a family or in an intimate relationship. It includes:
 - Emotional abuse, including 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 data indicates that men are usually the 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 some of the risk factors. The only true cause of domestic violence is the abuser's choice to act violently. The person facing violence or the 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. Social conditioning often

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 compared to children of non-violent parents. The sons of violent parents are more likely to become wife-beaters. Adolescents who have been exposed to domestic violence often get so entrenched in it that they find it difficult to engage 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 reasons why we should engage men and boys as key players to help to end domestic violence.

- 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 behaviour. 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 as 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 an incident by 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, 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 which deals with such cases.

A woman's socialisation begins in the natal home, with her parents, siblings, and relatives. The choices available to girls and women in our society are limited and ultimately the men in their lives—fathers and husbands—retain control over the woman's fate. Women who are better educated, and/or financially independent, and who have the support of their families are better able to leave a violent situation, but social pressure and traditional expectations still make it a very difficult choice. Our socialisation teaches us to keep silent; this begins at home, through the teachings of our parents and relatives, siblings, and peers. We are taught that for girls and women, marriage and relationships with in-laws are to be maintained at all costs. This pressurises women into silence and so the abuse continues. Our socialisation and traditional expectations make it very difficult for women to leave a violent marriage.



MODULE IV: VALUING THE GIRL CHILD



Session

12

60 Minutes

Contribution of Women and girls as Community Members

Materials Required:

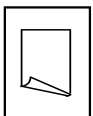
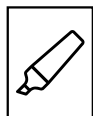


Chart Paper



Maker Pens



3 Chits of Paper of Annexure: Annexure 5: Contribution of Women to Society

OBJECTIVES:

- To help adolescent girls examine why society values sons and daughters differently.
- To encourage participants to explore ways of building more value for girls in society.

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Relate this session with Session 6 on sexual violence and

clarify that adolescent girls face not just gender-based violence (GBV) /sexual harassment but also an equally prevalent form of violence at home which is “domestic violence”. This session is completely dedicated to the problem of domestic violence, especially in the context of child marriage.

- Distribute copies of “Annexure: Annexure 4: Dealing with Domestic Violence in Child Marriage” to all the participants.
- Announce the session title and the teaching objectives.
- Put up chart papers in two different corners of the room and title them as “Value of a Son” and “Value of a Daughter” respectively.

- Ask all the participants to go and write down at least one reason why families value sons and daughters differently on the respective chart papers.
- Give all participants 10-12 minutes to do this task and then read out the reasons written by the participants.

2 DISCUSSION QUESTIONS:

- » What is the general reason for wanting boys and girls?
- » Which one was easier to write down, son or daughter?
- » Who do you think is valued more and why?
- » Has the situation always been the same for all communities? When has it been different and why?
- » What is the impact of this discrimination on both boys and girls?
- » How do you think we can change the situation and ensure that both boys and girls get equal treatment?
- Next, divide the participants into three groups. Assign a case study to each group with the help of neatly torn chits from “Annexure: Annexure 5: Contribution of Women to the Society”.
- Ask them to discuss answers to the two questions mentioned below each story. Give them 15 minutes. They can make written notes, if necessary.
- Visit each group to make sure that they have understood the task at hand. Also, encourage silent participants to contribute to the discussion.
- Next, ask each group to come forward and present their ideas and views on both the questions under each case study.
- Record their ideas on a flip chart and thank the

participants for their active participation. The responses can be recorded in two separate sections—challenges faced by women and qualities needed to overcome the challenges.

- Summarise the key points before closing the session.

3 FACILITATOR'S NOTES:

- Society values men (boys) and women (girls) based on the work that they do. Although the value attached to a woman/girl's life is lesser compared to men, efforts have to be made to change the situation. These efforts can begin with girls and women themselves who act with courage and determinism and try to leave their comfort zones and add value to the community around them. Value can be in the form of monetary earnings, working on social reforms in action and thought, and forming support groups. In a few cases, it also means having the courage to fight malpractices such as dowry demands and lost inheritance of parental property with the help of existing legal and social support system.
- These initiatives may later gather the support of other family members or society at large. This will help create a positive impact on women's needs for health, nutrition, education, opinions, etc.

Session

13

60 Minutes

Materials Required:

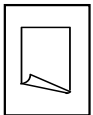
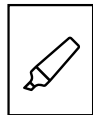


Chart Paper



Marker Pens



Annexure:
Annexure 6: Reducing Number of Women and its Impact on Child Marriages

Reducing Number of Women and its Impact on Child Marriages

OBJECTIVES:

- To help adolescent girls identify the social damage caused by gender-biased sex-selection practices.
- To inform the participants about The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994.
- To help the participants analyse the impact of the reducing number of women on marriages, especially in the context of child marriage.

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Divide the participants into three groups and distribute copies of “Annexure: Annexure 6: Reducing Number of Women and its Impact on Child Marriages”.
- Ask them to read and understand only the first part, “CASE STUDY 1: Story of Sujata”, and discuss the questions mentioned under the story in their groups. Give them 15 minutes for the discussion and encourage them to make written notes, if necessary.
- Visit each group to make sure that they have understood the task. Also, encourage silent participants to contribute to the discussion.

- Now, ask each group to come forward and present their ideas and views on all the questions under the case study.
- Next, ask the participants to read the second part, “CASE STUDY 2: Story of Piyaso”.
- Follow this up with the following discussion questions:
 - » Are you aware of similar cases in your neighbourhood or your own family?
 - » Do you know of any organisation which helps women who face such situations? What kind of help do you think they provide?
 - » Do you think the law relating to the protection of girl children should be known by everyone?
 - » What will happen if the number of women continues to reduce with time? Will it impact marriages? How?
 - » Are you aware of “bride-buying” due to the scarcity of brides, because of which many girl children are trafficked out of their hometowns/ villages?
 - » What can be done to challenge the incidences of child marriage due to the scarcity of brides in selected areas?
- Finally, summarise the session by drawing connections between sex-selection malpractices and rising incidences of child marriage using points from the group presentations and the discussions on the two case studies. Highlight the success story provided in the second case study where the entire community

along with its leaders came together to prevent an incident of child marriage due to scarcity of brides.

2 FACILITATOR'S NOTES:

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

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

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

which enables the identification of the foetal sex.

What does the PC & PNDT Act say?

- Sex selection and sex determination are prohibited.
- No person conducting pre-natal diagnostic procedures shall communicate to the pregnant woman concerned or her relatives the sex of the foetus by words, signs, or in any other manner.
- All clinics 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.



MODULE V: EXPLORING DECISION-MAKING AND NEGOTIATION SKILLS

Session

14

45 Minutes

Making the Right Choices and Upholding Them

Materials Required:

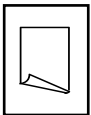
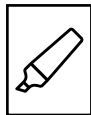


Chart Paper



Maker pens



Information on state-specific government schemes like conditional cash transfer schemes or benefits which promote higher education for girls and community marriages

OBJECTIVES:

- To help adolescent girls examine difficult situations related to child marriage and violence which they and/or their peers are likely to face.
- To equip the participants with adequate knowledge on available support mechanisms in making informed decisions in tackling child marriage and violence.
- To help the participants identify stakeholders who can influence the elimination of child marriage, and identify possible challenges in working with these stakeholders.

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

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Draw the following table and elicit responses from the participants under each row. The rows represent possible challenges faced by high-risk adolescent girls whereas the columns show the options available to make well-informed decisions. You may wish to add more rows and columns based on changing local contexts. Some expected responses and information has been provided below.

DIFFICULT SITUATIONS FOR ADOLESCENT GIRLS	QUALITIES NEEDED IN ME TO OVERCOME THE CHALLENGE	AVAILABLE SUPPORT MECHANISMS	PEOPLE/BODIES WHO CAN HELP
Discontinued education	Assertiveness, able to communicate well, problem solver, good decision maker, fearless, courageous, strong	Free and compulsory education at a nearby school under Right to Education, Mukhyamantri Ladli Laxmi Yojna; Child Helpline 1098; Anganwadi and ICDS Centres; Kasturba Gandhi Balika Vidyalaya Scheme (KGBV Scheme)	Women Helpline 1091; child Helpline 1098; parents–family; schools (teachers, school management committees, village education committees); dai/midwife/ASHA workers; ICDS centres, Anganwadi workers; neighbours–communities; panchayat members; religious institutions (priests); police stations (chowkidars, child protection officers); MLA, MPs; local NGOs; administrative officers (BDOs); local media groups
Lack of livelihood	Patience, high self-esteem, good at handling stress, able to communicate, fast learner, good decision maker, negotiator, team worker, leader, fearless, courageous, strong, assertiveness	Vocational training courses run by NGOs	
Child marriage	Assertiveness, patience, high self-esteem, good at handling stress, able to communicate, problem solver, good decision maker, negotiator, team worker, leader, fearless, courageous, strong	The Prohibition of Child Marriage Act, 2006 (PCMA), Mukhyamantri Kanyadaan Yojana, Mukhyamantri Kanya Vivaah Yojana.	
Dowry and domestic violence	good decision maker, negotiator, team worker, leader, fearless, courageous, strong	Protection of Women against Domestic Violence Act, 2005 (PWDVA) Indian Penal Code —Punishing Rape (Article 376)	
Sexual violence/ physical abuse		The Juvenile Justice Act, 2000, amended in 2006—Includes redress mechanisms and protection measures for victims.	
Forced pregnancy		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. Section 498A of IPC—Indian Penal Code provides for criminal complaint in cases of domestic violence Contraception measures	
Forced sex selection in babies	Assertiveness, high self-esteem, good at handling stress, fearless, courageous, strong	The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 Contraception measures	

¹The adolescent girls cannot be expected to know much about the support systems and mechanisms. It is therefore advisable for the facilitator to fill in the information after the first two columns get responses from participants. Also be prepared with a list of local NGOs who are actively working for empowering adolescent girls for sharing with the participants



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- Summarise the key points contained in the table and stress on the importance of personal qualities and adequate knowledge of available options that help in making well-informed decisions.
- Now, divide the participants into three groups and assign each group one or two situations faced by adolescent girls from the first column in the above table. Ask them to list out how they will explain the issues to the following people to help find solutions:
 - » Parents/families/community
 - » Schools (teachers, school management committees, village education committees)
 - » Panchayat members
 - » Religious Institutions (priests)
- Tell the groups to be specific, and to keep the ideas as simple and do-able as possible. Ask them to centre their discussions around these three questions:
 - » How will they approach the stakeholder?
 - » What are the common arguments expected from these stakeholders?
 - » What counter-arguments can they present with the help of information provided to them?
- Next, ask all the three groups to come up and present their ideas.
- Thank the groups for their participation and summarise the key points. Build the context for next session which specifically addresses working with stakeholders through improved negotiation powers.
- Close the session.

Session

15

30 Minutes

Power of Groups and Collectives in Negotiating for Rights

Materials Required:

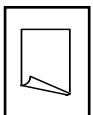
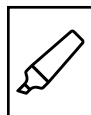


Chart Paper



Maker Pens



Annexure:
Annexure
7: Oath-
Taking by
Participants

OBJECTIVES:

- To help adolescent girls recognise the importance of negotiation in tackling difficult situations related to child marriage and violence which they and/or their peers are likely to face.
- To encourage the participants to negotiate better by forming groups and collectives.
- To administer the oath to the participants enlisting their aid in eliminating child marriage, gender-biased sex selection, dowry, and abuse/violence against women and girls.

Empowerment Focus: Psychological; familial/interpersonal;

socio-cultural dimension

1 METHODOLOGY:

- Announce the session title and the teaching objectives.
- Ask all the participants to name the challenges they may have felt while doing the last activity in the previous session. The activity was on listing ways to work with different stakeholders.
- Keep recording their responses on the flip chart. Add your own thoughts as well.

- Now, share the following observations from the previous session (Session 13: Making the Right Choices and Upholding Them) with the participants:

- » It is difficult to tackle deep-rooted social problems such as child marriage and domestic violence including dowry.
- » The solutions to these issues cannot be arrived at by girls/women alone. It requires the all-round participation of various stakeholders from the community and system at large.
- » Stakeholders such as the community, frontline workers, and schools, etc. may present arguments or risks against working on social issues. Very often, tackling them as an individual is ineffective. At the same time, presenting ideas and motivating or bargaining with stakeholders becomes easier if approached in the form of collectives and groups.

- Now, discuss important aspects about working in groups with the help of questions mentioned below:
 - » Why are groups and collectives of girls and women important in tackling issues like child marriage, gender-biased sex selection, dowry, and abuse/violence against women and girls?
 - » What are the advantages of working in groups? What is the impact created on the negotiation power and abilities displayed by women when working in groups/collectives with different stakeholders like the panchayat, teachers, religious leaders, police, etc.?
 - » Do you know about any women self-help groups in your area? What are the different types of functions they perform?

- » How can all of you, as adolescent girls, form groups in your area?
- » How will you work towards promoting secondary education, eliminating child marriage, gender-biased sex selection, dowry, and abuse/violence against women and girls?
- Thank the participants for their active involvement throughout the module and distribute copies of “Annexure: Annexure 7: Oath-Taking by Participants”.
- Finally, administer an oath to the participants to aid “eliminating secondary school drop outs, child marriage, gender-biased sex selection, dowry, and abuse/violence against women and girls” by asking the participants to read the oath script after you.

2 FACILITATOR NOTES:

Group members can derive the following benefits by working together:

- Security: physical, mental, financial, social, etc.
- Status: successful members engaged in a meaningful activity
- Self-esteem: increased self-worth
- Affiliation: pride in being part of an accepted and regarded clan
- Power: to be listened to respectfully as a majority and helped by stakeholders
- Goal achievement: many working hands and many minds thinking together in the same direction

The role of collectives or self-help groups comprising of

adolescent girls cannot be undervalued. They can work with the panchayat and school management committees in disseminating information to the community on PCMA and importance of secondary education enrolment. They could also form networks with the local police or CMPOs and discuss the features and problems of child marriage and violence in their areas. They can also actively inform various authorities of potential child marriages. They can become active members in committees comprising of CSO members, Anganwadi workers, representatives from the elected panchayat and caste-based panchayat, police, school teachers and other stakeholder groups. These committees usually work with families in terms of awareness generation and take legal action when child marriages occur. They can also form street theatre groups and help sensitise the community against child marriage. These activities can also include the dissemination of information about schemes for girl children on education, health and livelihood. They could also provide invaluable assistance in conducting awareness generation and training programmes for school children along with the teachers.

ANNEXURE

Annexure 1

What are Human Rights?

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

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

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

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

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

We also have responsibilities and duties towards other people and the community. Individuals are expected to exercise their rights with due regard to the rights of

others. For example, when a person exercises their right to freedom of speech, they should not infringe on someone else's right to security by delivering a hate speech or by using abusive language to put someone down.

Human rights are an important part of how people interact with others at all levels in society—in the family, community, in educational institutions, workplaces, politics, and in international relations. It is vital therefore, that people everywhere should strive to understand what human rights are in order to ensure justice, equality, and the well-being of society. But people's rights are violated quite often. Often, it is girls and women who are deprived of their right to life, education, work, and more.

Anyone's rights can be violated. One extremely common violation is when individuals face violence in their lives—domestic violence or sexual harassment and abuse.

Group Exercise:

Discuss in your groups and fill-in the table. One example has been done for you.

MY RIGHTS	WHICH MEANS	RESOURCES NEEDED	PERSONS RESPONSIBLE
Life, liberty, personal security	Safety in using toilets	Safe toilets at schools and home	Parents; teachers
Freedom from torture			
A fair trial			
Freedom of speech			
Freedom of religion			
Health, education, and an adequate standard of living			

Annexure 2

Sexual Abuse in Young Girls and Children (for Parents and Community leaders)

Myths about Sexual Abuse against Girl 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: Most of the abusers were people known to the child and strangers were a minority.

Myth 2: Sexual abuse happens by accident and is caused by strangers.

Reality: Sexual abuse is very often a pre-planned dangerous abuse of a relationship by an abuser.

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

Reality: Sexual abuse was found to be prevalent in both joint and nuclear families.

Myth 4: Girl children can never keep things to themselves, if abused, they will share.

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: Parents do not show any gender bias which can lead to sexual abuse of girls and boys

Reality: 48.4 per cent of girls wished they were boys to stay safe and receive adequate attention.

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

- Indian Penal Code—Punishing Rape (Article 376).
- The Juvenile Justice Act, 2000, amended in 2006—Includes redress mechanisms and protection measures for victims.
- 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 girl child?

- Physical protection: Ensure that the child is never present again in the company of the abuser.
- Emotional support: You must tell your child that what happened was not her fault and provide psychological counselling as necessary.
- Right environment where the child will continue to feel safe.
- Apart from this you may also:
 - » **CALL 1098:** This is a Child Helpline number and you may report the case here. The counsellors here are equipped to inform you and deal with such cases.
 - » **CALL THE POLICE** and report the matter.
 - » **CALL AN NGO** in your area that deals with cases of child sexual abuse.

Annexure 3

Sexual Abuse in Young Girls and Children— Story of Runa

Runa, aged 25 years, does not have many nice memories of her early childhood, but the images of sexual abuse never go away. She was barely seven years old, living in a typically large rural family with five siblings and numerous other relatives sharing the same house. Her mother, a housewife, was always busy with the business of running such a big family on very limited resources. Her father had so much to do just to feed them all. She loved being a part of this huge family. It gave her a strong sense of home—but it also made her an easy prey for sexual abuse. Distant relatives and cousins kept coming and going through the family home. Being the youngest girl in the family, she was “loved” by them.

These love sessions would happen only when she was alone with one of them. She hated it, but like many others in the same situation, she was too scared to talk about it. Getting rubbed, touched, kissed or being locked in bathrooms were all expressions of this “love”. Even though the house was always full, she felt completely lonely and violated. She remembers the feeling very clearly when after years of these regular assaults, one day she just broke down and started howling, sitting on the floor. She was 10 years old at that time. The offender was shocked and petrified. He asked Runa, “Why are you making a fuss after so long? What has changed?” She remembers her elder sister hitting the offender hard until she got tired from the effort. Her parents immediately asked the abuser to leave the family home.

After that, Runa’s family carried on as if nothing had happened. Today, Runa is not sure what impact the abuse has had on her and she often wonders why her family never reported the matter to the police. Why was “he” allowed to go scot-free? Family honour had become more important than facing up to what had happened to her. Decades after the trauma, she has not yet asked her parents these questions. She still does not know the answers!

Discuss these questions in the group and present the answer:

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

Annexure 4

Violation of Human Rights in Child marriage

GROUP 1: HEALTH AND CHILD MARRIAGE

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

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

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

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

Discuss the following in your group:

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

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

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

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

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

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

Discuss the following in your group:

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

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Group 3: EDUCATION, EMPLOYMENT AND CHILD MARRIAGE:

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

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

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

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

Discuss the following in your group:

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

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Group 4: VIOLENCE AND CHILD MARRIAGE:

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

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

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

Discuss the following in your group:

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

Annexure 5

Dealing with Domestic Violence in Child Marriage

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

Neena, aged 25 years, lives with her husband and parents-in-law. She got married eight years ago and has since then been taking care of the entire household single-handedly. Prasad, her husband, along with his father, runs a shop whereas her mother-in-law stays back at home. Prasad had never been respectful or caring towards Neena. Recently, he has also started losing his temper and ends up beating Neena for trivial reasons such as his food not being served warm, or when he observed Neena talk to neighbours, or when his clothes were not ironed with perfection. His acts of violence grows more intense if Neena disagrees or tries to reason with him.

Prasad's violent attitude also has a negative impact on Raghav, their seven-year-old son. Off late, he has become quiet, withdrawn, and displays low self-esteem. He also suffers from nightmares and shows an aggressive attitude towards peers and family members.

These acts of violence by Prasad are becoming more frequent and Neena does not know how to protect herself and her child from it. She feels that her parents-in-law know about the violence and that they blindly support their son. She also feels reluctant to share these issues with her own parents who are living peacefully after completing their responsibilities as her guardians. Sometimes, Neena finds comfort in sharing her grief with Seema, her next door neighbour who shares a similar fate.

Questions to be discussed in your group:

- What can Neena do to improve her situation? Why?
- What stops Neena from taking stern action against her husband and in-laws?

- Who is responsible for Neena's situation?
- Why has Prasad's violent attitude towards Neena created a negative impact on Raghav, their seven-year-old son?
- Do you think that the violence against Neena is justified? Can there be any situation where domestic violence is justified? Give reasons.
- 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?
- What advice would you like to give Neena and her parents? 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 **PWDVA or Protection of Women against Domestic Violence Act, 2005** protects all women who face domestic violence. This is a civil law and no arrests can be made. Mothers, daughters, sisters, wives, live-in partners, and

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dependent children can take recourse to the law. Anyone on behalf of the women can report an incident by filing a DIR with any of the following people:

- 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. The final hearing of the case should happen within 60-90 days of the 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 an 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 the Indian Penal Code provides provisions for criminal complaint in cases of domestic violence.)

Annexure 6

Contribution of Women to Society

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

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

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

Discuss the following in your group:

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

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

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

Discuss the following in your group:

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

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

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

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

Discuss the following in your group:

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

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Annexure 7

The Reducing Number of Women and Its Impact on Child Marriages

CASE STUDY 1: Story of Sujata

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

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

Discuss these questions in your group and present the answers:

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


CASE STUDY 2: Story of Piyaso

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

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

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

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



Discuss these questions in the group and present the answer:

Why were young girls like piyaso being married off to man from Haryana?

What steps did the stakeholders take to prevent child marriage?

Annexure 8

Oath-Taking by Participants

Oath

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

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

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

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

I will persuade my friends to stand against their marriage and will support them in negotiating with their families.

I will negotiate and work for my rights as a girl and support other girls to negotiate for better education, nutrition, and protection and for an equal share of property or inheritance.

I will not take dowry or give dowry.

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.



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