

Assessing the
impact of
workshops on
gender and gender
based violence



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- Report by KMVS



Context:

'safety starts from home and is an eternal feeling where women feels secure and doesn't require any external support to sustain the feeling'- the definition derives KMVS's understanding of women's safety. The organisation, which has been working on women's holistic empowerment and through which ensuring their economic and social security has realigned it's approach to move towards a vision of 'safe district'.

One of the core strategy was to work with young boys and girls to sensitise them about patriarchy, how it shapes their minds resulting in to unsafe environment for girls. To understand present beliefs and imagery of gender in adolescents, a study was conducted with 400 school and college going children. The summary of which was-

Perceptions on Gendered self still shows higher awareness on their body image, physical strength equated to a particular gender, ability to voice their concerns and confined to gender roles.

it has been seen that girls enjoy **limited autonomy over their decisions**, but during this study it was also important to note that boys also have very limited freedom over issues of their higher studies, age at which they want to marry and choice of faculty that they want to pursue for their careers. It was also evident that girls have limited/ no autonomy in having/ operating their own mobile phones or be active on social networking platforms.

When asked for known factors of abuse/ sexual harassment to girls, most of the boys agreed that provocative clothes and late night visits of girls lead to their sexual harassment. Also, many of them believed that internet should be governed as it acts as leading factor to boy's sexual desires. For them the **factors feeding to insecurity** pretty much prevail in the external environment.

most of them have been **harassed/ abused** during the course of their life. Majority of the girls feel that the environment is increasingly becoming insecure and their parents refuse to leave them alone/ let them move freely outside neighbourhood. It was also seen that girls living in slums/ interiors of city are rarely allowed to visit their friends or stay at their homes. It was also glaring that many school girls have experienced abuse/ eve teasing around school campus and in open markets near their school.

From the study it was clearly seen that the youth felt need to connect and articulate on issues that they face and experience.

It was clear from the study that the perceptions are still what they have learnt from their elders/ prevailing environment. Also, the incidents faced by them also required that a platform is built through which they voice their opinions. This was done through regular interactions designed in form of workshops with school children.

1900 boys and girls from 19 schools of Bhuj city and villages participated in the workshops and learnt about varying concepts of gender, masculinity and femininity, values, gender based violence and their roles in building safer environment. The workshops were delivered in class room as fortnightly sessions.

Need for evaluation:

Since this is a new concept, it is necessary to understand the impact that the sessions made in children's lives. It is also important to know how the value based nurturing and safety concepts were handled by the children and if it was useful to learn them at their age.

Overall objectives of the evaluation were-

- Study effectiveness of sessions with children
- Measure the retention and clarity of concept in children
- Measure overall change in their beliefs/ understanding
- Study importance of introducing the concepts in schools
- Measure overall indicators for continuum of the intervention

How the report should be read:

Even though the coverage of children in the programme is large, the intervention it self is in nascent stage and has life span of only 6 months. So, the evaluation is more of mid-term assessment to see if the strategy worked. It also serves as a pointer for necessary additions to the overall strategies.

Moreover, the report seeks to find tangible changes in prevailing beliefs in youths and their engagement post the workshops.

The report is summarisation of the quantitative and qualitative assessment of the methodologies adopted for the evaluation.

Methodology:

The study adopted purposive sampling and included around 63% students from overall core group of students. The core group is defined as 'students who underwent atleast 6 workshops and maintained their diaries on their steps of action.' Of the 400 students from core group, 254 students participated in the study.

Quantitative assessment:

for quantitative assessment, Questionnaires were designed to understand their clarity of the concept and any tangible change in the beliefs. The questionnaires were filled by the children in the class rooms which were then analysed further.

Qualitative assessment:

during the workshops, children were given small diaries in which they can write about what they understood, prevailing issues in their village/ area/ neighbourhood and what steps they would like to take to address the issue.

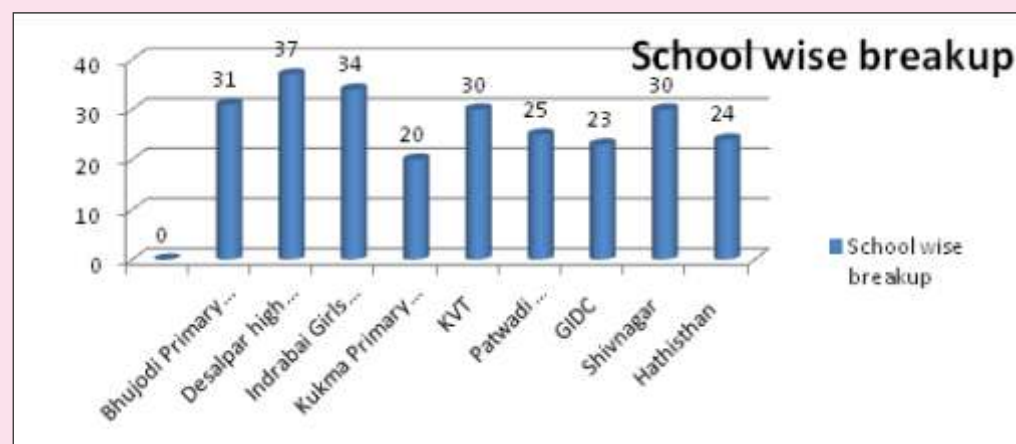
Contents of the diaries were then assessed on 5 thematic areas of : perceptions on gender based discrimination, masculinity and femininity, value base, gender based violence and unsafe spaces identified by them.

Following sections narrate the detailed analysis.

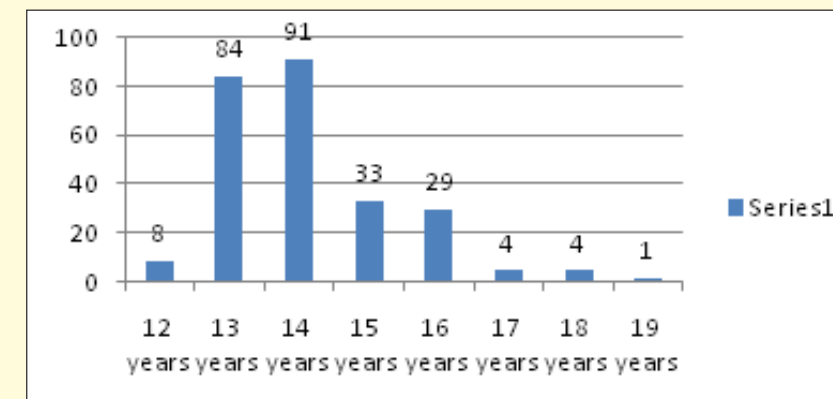
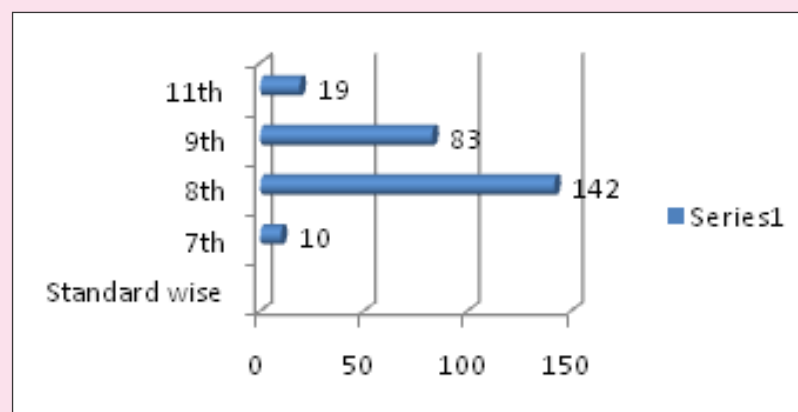
Analysis:

If we look in to the overall sample size of 254 students, it is spread across 9 schools. Total 11 schools were part of the core group of students of which 9 were covered for this assessment. From this, 39% students are from rural areas, 40% students are from slums in the Bhuj city and 21% are from the Urban population of Bhuj. The sample is evenly spread between Urban, slums and rural areas.

General break up-

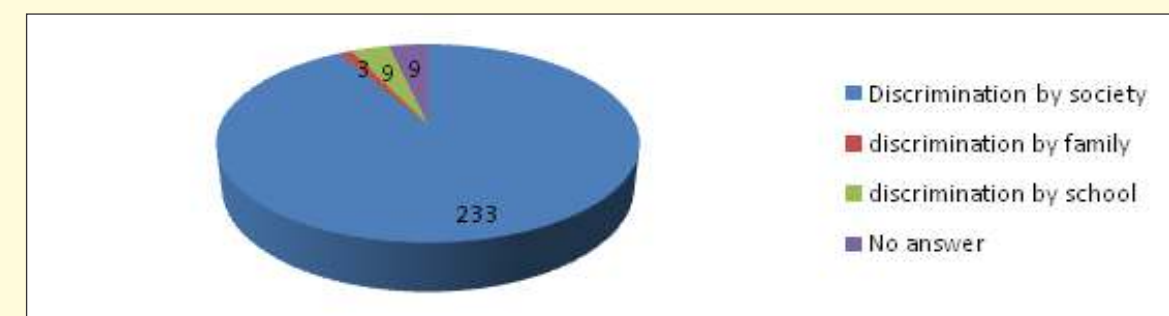


The educational and age wise break ups show that almost half (55%) of the students are from 8th standard and are in age group of 13-14 years. Only 14% students are in age group of 16-19.



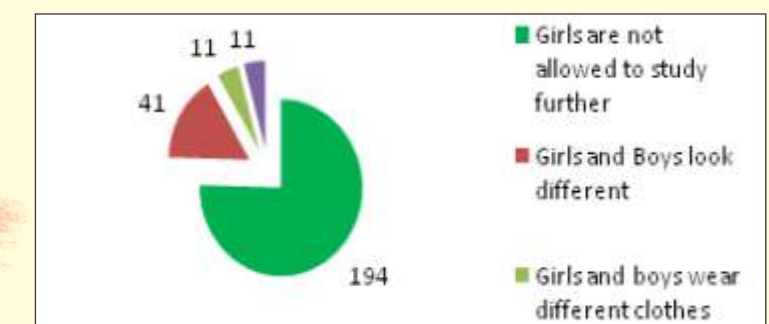
Chapter 1:

1. Understanding gender and gender based discrimination



The first step towards understanding patriarchy and it's impacts is to develop clarity on gender and difference between 'difference' and 'discrimination'. 91% students have correctly identified gender based discrimination as 'discrimination done by the society'. When we delve further to understand what is discrimination - 76% have identified that girls not allowed to go for further

studies is due to discrimination. Both the analysis clearly show that majority of the students have understood concept of 'gender mainstreaming' and can differentiate between physical differences and gender construct.



In the diaries children have narrated various incidents of gender based discrimination such as-

It should be mandatory for parents to send their girls to school.. along with education, they should also be treated with equal respect only then the discrimination will stop.

Girls can achieve so much in their life but when they are married at a young age, everything is ruined for her.

In my home, my mom will say 'all the housework is to be done by me (girl)' but i told her, my brother should also support us, so now he helps in cleaning the house and in taking care of our cattle.

In my neighbourhood, a girl was constantly kept in housework while her brother was able to go to school. I talked to her parents that 'if your girl is so good at studies, why don't you allow her to go to school?' her father got convinced and she completed her graduation. She still thanks me for my support.

I would respect boys so that they respect me and other girls. I will study further even if society leaders say 'No'.

I want everyone to understand that 'girls are not puppets' but individuals..

Girls pray to god and keep fast. Even then they are considered 'sinful'. It's not that only girls are afraid, boys are also fearful.. so, there should be equal rules for both boys and girls.

I will try to understand pain of other girls and support them for further studies/ other desires.

Parents see all their dreams only in boys but never in girls.. this gives the boys power to do as they please.

Most of the statements narrate difficulties for girl's furthering their education, labour division, unfair treatment to girls compared to their brothers/ male members, early and forced marriage, no autonomy on decisions. It also shows that both boys and girls have chosen to respect each other and address the issue.

Some of the action steps by students narrate their desire to stop this discrimination, support other girls in their study, change mind sets of people right from their homes to their villages. It is also gladdening to know that some of the boys have said they will never discriminate when they become parents and ensure that the girls have equal rights. This brief summary shows that their understanding has gone beyond the class room sessions and they have started reflecting about the issues in critical manner.

What do they want to achieve-

When I grow up, I will not discriminate between my daughter and son. I will ensure that my girl enjoys maximum freedom.

A girl, aged 15 years is forced to marry in my neighbourhood. I will try to stop her marriage so she can continue her study.

There are many types of discrimination based on gender, caste, religion and colour. But, i will work to reduce them and try to motivate girls so they can fly like a free bird..

Some women are made to wear black/ other clothes after getting widowed.. they are discriminated upon. I will make others understand that this is wrong and everyone is equal.

I will try to understand why people get sad when girls are born.

Girls are not allowed to go out late at night/ study. For this, I would want to talk to sarpanch so he can discuss this in village level meetings.. we are children so we can take only small steps, but others will have to support us.

I will ask my mother ' my brother is allowed to wear western clothes- why shouldn't i? I am not allowed to use mobile but my brother is allowed', this is injustice and i will request them that i should have access to mobile.

Only boys are allowed to use mobile, but mobile is a tool and if girl's are allowed, they can use mobile for communication and emergency.. it is made for both. I will tell all that girls should also have equal access to mobile.

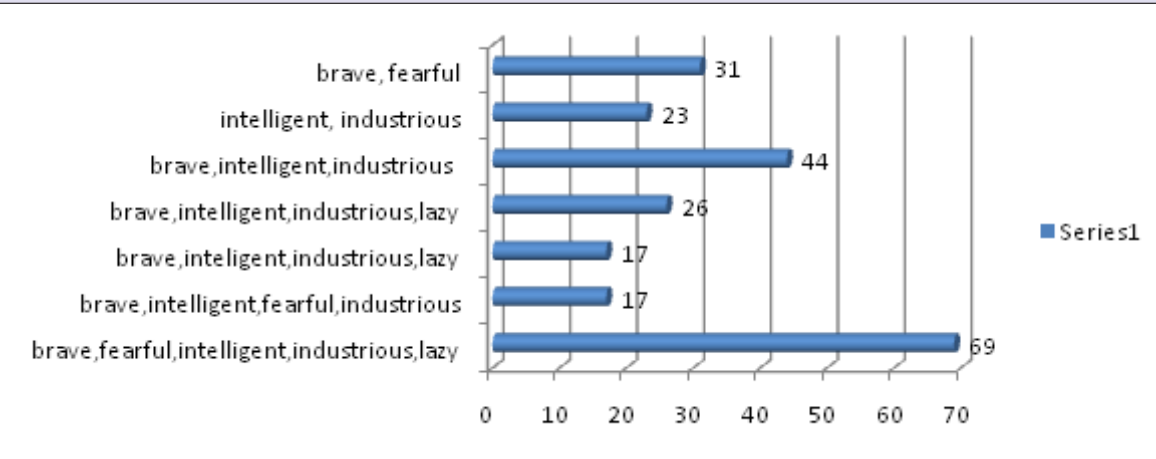
We will tell our elders that girls should also be allowed to work in offices and they should also be able to ride bike, if they want.. girls should visit places outside their village fearlessly..

One of my friend stopped his sister from using mobile but i told him that 'it's not right. She also has a right to use the mobile/ play games on it.' Now they both share the mobile. I felt very nice after taking this step.

My cousin sister rides bike i like that and think girls should be allowed to ride whichever vehicle they please. Many girls are married at a young age to an older men.. are girls burden? We shouldn't think like this.

2. Balance- masculinity and feminity

After developing understanding on gender, it was important that the discussion on masculine and feminine traits is carried. Initially, all the students attributed the 'strength'/ 'physical ability' only to boys. But, following chart shows different picture. 27% students have attributed brave and fearful to both boys and girls. Also, 44% students have said both boys and girls can be lazy. 77% students have used the characteristic of hard working for boys and girls both.



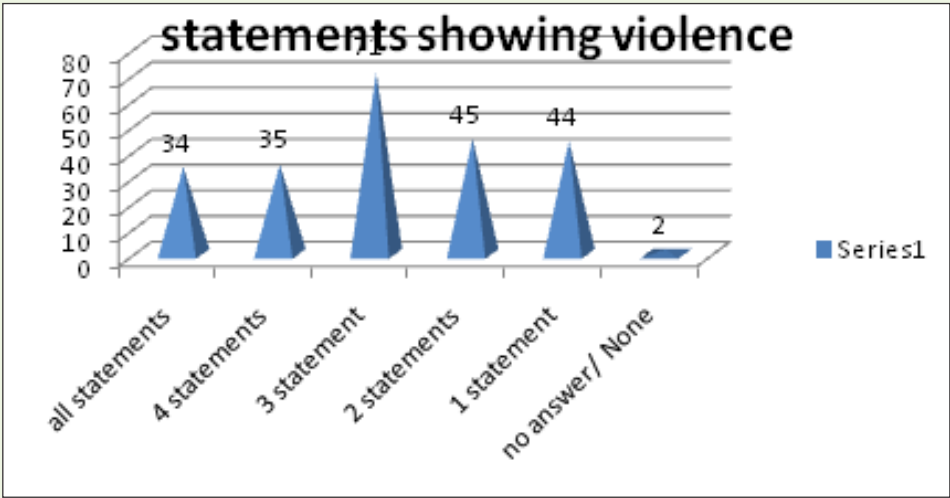
In the diaries, children have written that they negate the contrary beliefs and can achieve what they want. Their understanding extends not just to physical/ mental attributes but also to traditional labour division. Girls playing drums, becoming bus conductors are the new roles that they are identifying with. It is also seen that they come to terms that both traits can exist in boy and girl and it is ok to accept the same.



- *I have seen that when there are difficult circumstances, male members lose hope but the women keep fighting.. so, they are also courageous*
- *Even though i am a girl, i am brave just like boys. I am not afraid of anyone.*
- *I now believe that both boys and girls are brave and compassionate..*
- *Our society believes that only boys are brave and can earn money, but i am also brave.. i dream that i become a police officer one day and earn. All girls have such capacity, but can't tell this..*
- *I love playing drums, it's not like that only boys can play drums.. My parents have allowed me to undergo coaching for this.. I dream of playing drums in other countries and my photo will be published in news papers.*

3. What is violence, occurrence of violence

Nuanced Understanding of violence is necessary but at the same time can be overwhelming for children. So, to design sessions which can give them basic understanding is a difficult task. The statements like 'staring at girls', 'child marriage', 'girls not allowed to wear clothes of their choice', 'girls teased due to their physical appearance' and 'girls stalked/ abused on virtual platforms and mobile' all depict different kind of violence. 14% students have identified all the statements as showing violence. 27% students have identified staring, abuse on virtual platform and teasing of girls as statements showing violence. But it shows that all the students have agreed that the incidents show violence and have understood that not only physical act of violence is condemnable but other forms like mental abuse, gendered violence are also equally condemnable.



Some of the incidents students have witnessed are -

In our Kukma village, many a times girls are teased/ their photos are taken/ boys take selfies to feature girl's photos.. girls are safe only in their homes

I saw a boys harassing girl near our school in Shivnagar slum, Bhuj.

Girl in our school was harassed daily while coming to school, she reported this to the teacher and she advised her to complaint this to principal. Many boys in Kukma school write girl's names on bathroom walls and everyone teases girls

A young woman was raped by her father in law in my village because she had opposed him. Even after this, all the women used to abuse her saying ' she still goes out in the village, after such an incident'. It was not her fault, so why doesn't society understand this?

When we were coming to school from our village, one of the boy harassed a girl and threatened her that she shouldn't tell anyone. She feared and didn't tell this to anyone. If she had shown courage, this would have stopped

I saw two boys teasing every girl that was passing on a market road.

Many of the boys harass girls if they dress up/ look good. Shouldn't girls be allowed to dress as they please ? Girls are considered 'niyani (daughters)' even then they commit suicide, if they are considered as goddesses why no one supports them?

Girls are teased near bathrooms, on streets, in allies. So, most of the places are unsafe. We should work to make this places safer.

In our area, some of the girls are abducted and then sold, but we should all come together and stop such incidents.

When a girl is abused by a boy, her relatives make sure that the boy gets punished, but the same male members don't think like this for other girls.. why do their perspectives differ?

Most of the incidents have taken place at various places - both private and public. This shows how the students have registered all incidents from abuse to gruesome act of rape. The students also show courage in taking steps like-

What are some of the steps that i will take-

I will start small steps from my home, i will educate my brothers and male friends that they shouldn't abuse a girl and if anyone else teases her, they should support her. I can't change a society but can definitely take a small step.

A woman in my neighbourhood is beaten by her in- laws. I will support her to take steps.

I will start from my home and will not tolerate any gender based violence.. I have equal rights just like men.

One of my friend was harassed by boys regularly on the way to school.. we gave her support and told the boys that if you continue this, we will complaint in police and you will get punished.. so we became her strength.

In our area, some of the girls have committed suicide when they are abused by boys.. but we will talk to such girls that they shouldn't give their lives and fight bravely..

One of the woman in my neighbourhood is beaten by her husband and sometimes he turns very violent. I will connect her to Hello Sakhi helpline and ensure that she gets support from police also.

When i was going on the road, drunk people were abusing us but now I will not stay quiet. I will report to my parents.

I saw a play by KMVS in our area, it was very effective.. I will also use such mediums to aware people about girl's safety.. also, in our class some of the boys harass girls so I will complaint about them to our principal..

A boy in our village was harassing a girl. She asked for our support and all of us scolded him so now he doesn't harass anyone. Girls can be safe if they help each other.

I will start from my family .. so if anyone commits violence on women, i will tell elders that this should stop.

The narration of incidents and steps both show courage and openness of students to talk about such incidents. It also shows their innate faith in confiding for discussing such issues which are rarely discussed in open. The perceptions and narrative both point the connectedness of children with overall sessions and it's pedagogy.

1. What are values – how will you live them?

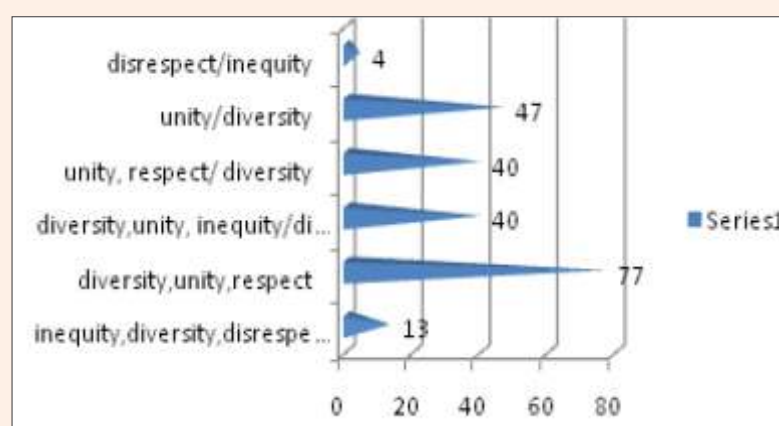
Even during discussions on gender and gender based violence, the children have said that they now believe that giving respect to other sex can restore balance and reduce occurrence of violence. Following chart shows that 30% students have identified value statements when they were asked to choose between set of words. 50% students have identified at least 2 words as values and remaining students have identified at least one value correctly.

Following is how the children perceived values-

Girls and boys can play together and go to school together.. both are equal.

All my friends in class belong to different castes.. but we are all equal and that's how we respect diversity

In our area, elders say that Jo gi (Hindu) boys and girls can't play with Sama(Muslim). But this is not good..



Girls and boys are equal so, as boys we should respect them. We should support girls not only from our village, but also from other villages.

If the boy doesn't respect his parents, they don't scold him.. but the girl has to respect them.. why the difference between same value?

Parents should be best friends of their children.. why do they discriminate between boys and girls?

What steps will you take to imbibe values in your lives-

I Would respect young, old, rich , poor all alike.

We will treat all religions on equal basis.. Hindu and Muslim both religions are equal.. all castes and all races are equal.

There are many girls in my class who make friends in only the same religion, but from now on I believe all to be equal and will make friends in other religion also.

In our class, students from all religions come to study.. one of our teacher is Marathi but I will not discriminate between any of them.

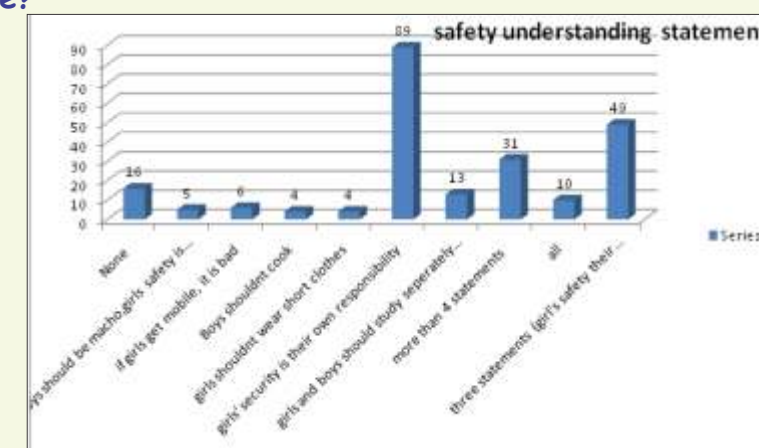
I will start equity from my home and see that my aunt – who is from Tamilnadu is never discriminated. Will also tell my parents to treat her with respect. She shouldn't feel that she doesn't belong to kutch.

In our village, none of the Maheshwari community member (belonging to lower caste) are allowed to drink water from our utensils, but I will change this and treat them as equal.

The statement all shows fine sense of understanding about how the values should be translated in to actions. Fact that they have seen diversity and equity at schools, their homes, their villages and society in general shows the understanding of spaces where the action steps should be taken. They have also successfully identified class and caste differences.

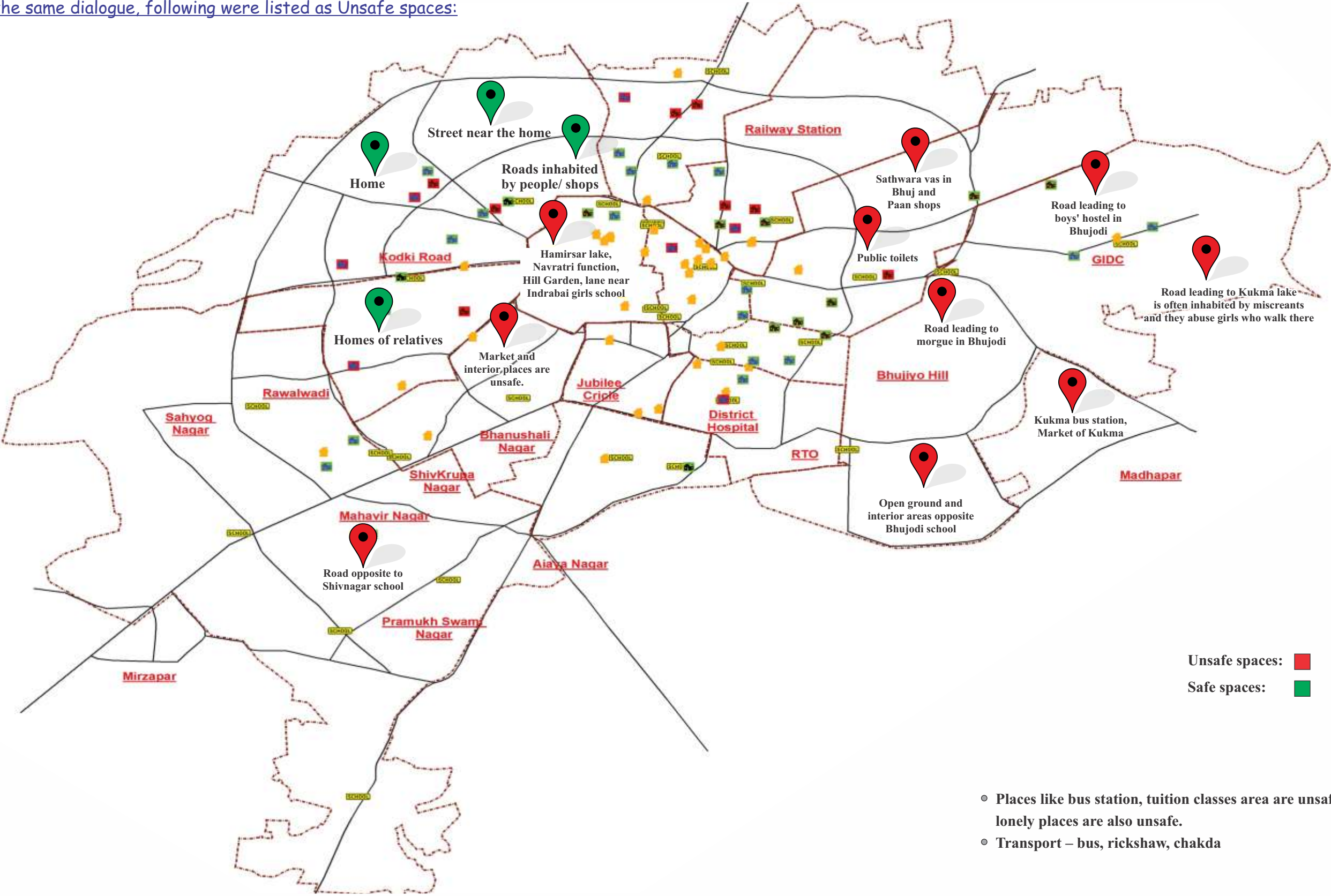
This also reiterates that with engaging tools the children can analyse the issues and make their own course of action.

5.What is unsafe?



The chart clearly shows very few students agreeing that mobile usage, clothes are the reasons for girl's abuse. It is also revelation to see that 89 students agree that girl's safety is their own prerogative. 13 students have felt that boys and girls should study separately so girls can be safe. This shows some of girls feel that they are abused/ prone to abuse by boys in their schools. But the chart shows incremental understanding of students on perceptions of safety.

Along with the same dialogue, following were listed as Unsafe spaces:



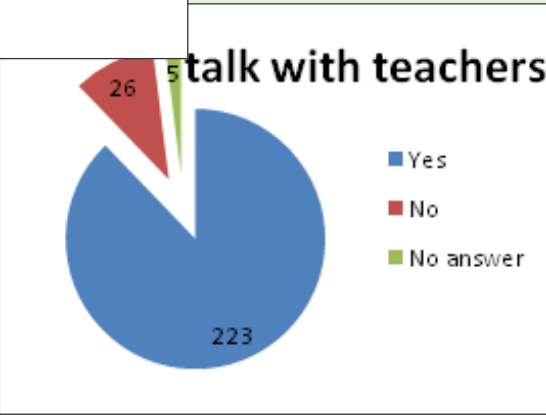
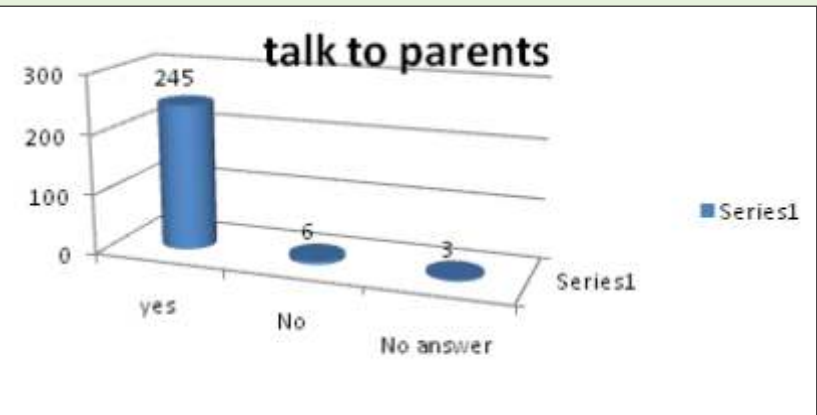
The places show that all of them are public spaces and spaces near schools , this often becomes deterrent of girl's participation in public spaces and claiming them as their right. Though it is early for their age, none of the students have listed their homes as unsafe space which shows need for in depth discussion on if such incidents do exist.

6.Perception change

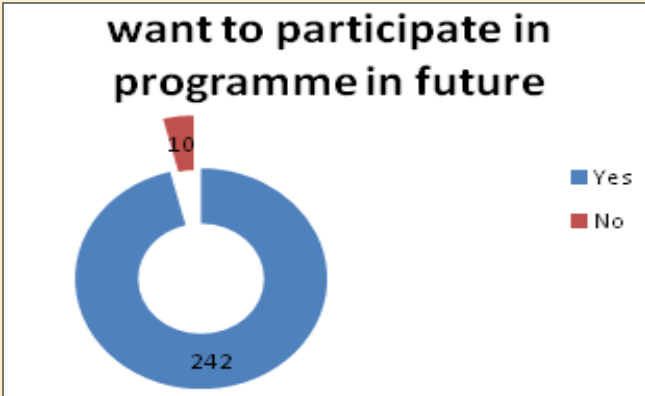
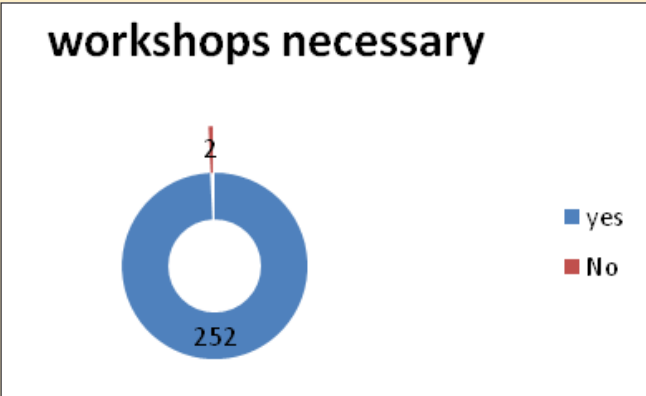
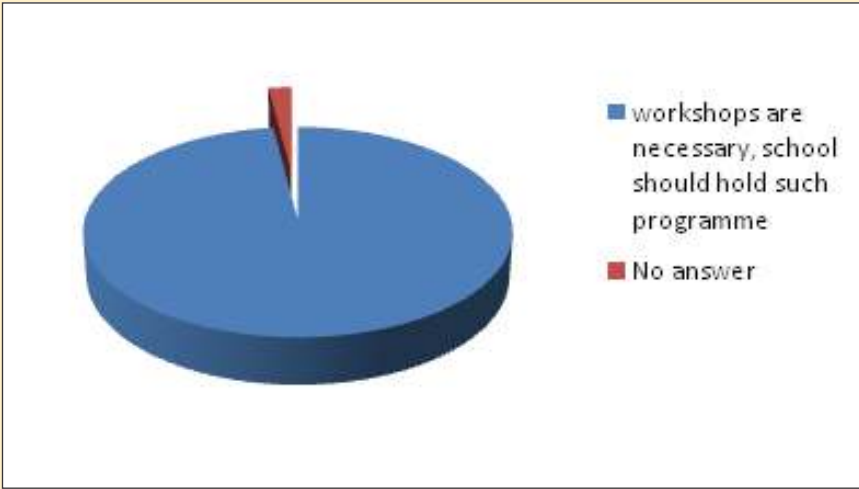
When asked is there any change in perception/ new ideas generated after the workshops, 200 students answered in affirmative. Most of them have said following changes-

- ▶ Understood reasons of discrimination and it's impact on our lives
- ▶ Have become aware about rights and will fight for it
- ▶ Have become more confident and believe i can achieve what I want
- ▶ Have understood my place in the society and want to change it
- ▶ Have understood how a girl's safety is important and would help them

This brief summarisation shows which words/ concepts / steps have stayed with the students. Almost all the students have said they will like girls to undergo physical training for their safety- this is very much in line with present societal understanding. But, some students have said that boys should change and shouldn't treat girls like objects.



The charts show that almost all students have talked about the workshops to their parents and teachers. The parents feedback has been positive and they approve of such sessions in schools. This shows beginning of an environment in schools where students can discuss about their safety and other issues to their teachers. It also shows that teachers have also been attentive to the student's need and a dialogue between them has begun.



Almost all the students have found this workshops necessary and would want to participate in such programmes in future. This makes it an important learning the students have valued the sessions and are motivated to be a part of such programmes.

Ways forward:

The process has shown importance and necessity of carrying dialogue with children on subjects of society's concern. Participation and need for effective action by youth on issues of safety is often desired by society at large. The process can be continued with following additions-

- ▶ Discussion with children can be made more interactive by using flashcards, drawings and games
- ▶ Sessions on body anatomy and changes during adolescence in boys and girls can be added
- ▶ For overall sustainability of the concept, core group of students should undergo advanced trainings and reflection workshops to showcase tangible changes in their beliefs and they can also participate in the programmes
- ▶ Children should also find a space where they can interact/ learn about this concepts and be part of the change
- ▶ Spaces of engaging children outside the school should be developed