

GENDER EDUCATION

FOR BOYS

ANDHRA PRADESH



Background

Gender sensitization of boys creates a gender-sensitive second generation, which would help create an enabling environment at home, and in the community where violence against women and girls will be challenged and their activities will be supported. Gender sensitization of boys is implemented through the forum of the Bala Sangham, a village level collective of girls and boys in the age group of 12 to 18 years.

Gender education is first introduced through basic orientation (*Activity 1*) of girls and boys at the village level, followed by intensive residential training of a representative group at cluster levels (*Activity 2*). After this, at the mandal level, a select group of young leaders, both boys and girls are carefully chosen for capacity building as peer educators (*Activity 3*).

The programme envisages that sensitized boys and girls will have a greater awareness on child rights and increased access to rights and opportunities. They will also play a role in challenging harmful traditional practices such as child marriage, girl child abuse and child labor. It is expected that these leaders will play a proactive role in promoting education through enrolling children in schools, especially girls.



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Activity 1

Orientation Session at the Village Level

Step 1: Introduction of participants

Step 2: Why Bala Sangham

Step 3: Gender discrimination faced within the family and in school

Step 4: Understanding gender

Step 5: Addressing gender discrimination at the individual level

Activity 2

Gender Training to Bala Sangham members at the Cluster level

Step 1: Introduction of participants

Step 2: Recap of the orientation sessions

Step 3: Masculine and feminine characteristics

Step 4: Understanding gender

Step 5: Understanding gender discrimination, its forms and existence

Step 6: Show and analyze Meena film on overcoming gender discrimination

Step 7: Impact of gender discrimination on girls

Step 8: Addressing gender discrimination

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Step 1: Introduction of participants

Step 2: Who is a trainer, why training to a trainer

Step 3: The skills required for a trainer

Step 4: Arrangements for conducting a training programme

Step 5: Understanding on the module, differences between orientation, training, and Training of Trainers

Step 6: Techniques of conducting training

Step 7: Practical experiences of conducting the training programme

Step 8: Facilitator, trainer, tips to trainers/peer educators

Step 9: Participants create action plans

Prerequisites

There should be a group of boys and girls who form a Bala Sangham each of which has a minimum of 15-20 in number.

The age group of the participants should be between 12-16 years for boys and 12-18 years for girls and the Bala Sangham may include both school and non-school going children.

The group should be cohesive and regular in attending the village level Bala Sangham meetings.

The Bala Sangham meetings should be held regularly and registers and records must be maintained

The group should have gained inputs on issues like general health, education and child rights

Availability of training materials and modules on gender education. See Appendix 1 for Gender education modules for Bala Sangham members

The presence of Mahila Sanghams at village level is helpful in strengthening the Bala Sangham.

Activity 1

Orientation Session at the Village Level

In this activity, a group of Bala Sangham boys and girls are given orientation for about five hours in a spacious hall at the village level. The participants are oriented on gender and socialization practices which lead to gender discrimination in families, society and at individual level. Through a series of participatory methods like discussions, role plays and experiential sharing, the facilitator helps the group to identify gender concerns and encourages them to take action in their own lives to address gender disparities.

Objective



To create awareness among boys on gender and socialization practices, which lead to gender discrimination and stereotypical roles of boys and girls.

Duration: One day

Participants

A group of 15-20 boys and girls of Bala Sangham

Venue

A spacious hall (or community hall, school building, Gram Panchayat building, house of a Sangham member) with good ventilation and provision for display of resource materials

Materials required

Accommodation, electricity
Mats and training equipment
Travel for the facilitators
Notebooks and pens to participants
Other stationary
Food and Snacks
Copies of reading material for participants

Preparatory Phase

- The village level functionary should fix a convenient day and time for the orientation in collaboration with Bala Sangham members
- Identify a probable group for orientation

Activity 1 Orientation Session at the Village Level

- Collect relevant data and information on discriminatory and gender stereotypical practices, impact on girls and areas where the gender gap still persists
- Identify a suitable venue.
- Gather required resource materials
- Identify facilitators for the orientation and their preparation.
- Facilitators should visit the village and acquaint themselves with the Bala Sangham members prior to the actual programme.
- Conduct formal and informal discussions with parents, school teachers and village elders and give them information about the orientation.
- If the day falls on a working day, obtain prior permission from the teachers for the participants to attend the session.

The day before the programme

- Remind the participants about the orientation.
- Ensure food, snacks and water arrangements are made at the venue.
- Keep the room ready for the session.
- Ensure cleanliness at the venue.
- Keep the stationary and materials ready.
- Facilitator should reach the place well in advance to ensure everything is in place.

Conducting the programme

The orientation programme is generally a 4-6 hours duration activity slotted in a day at the village level. An identified group from the Bala Sangham members of the village would attend. The programme is broken up into sub activities as per the module framework. Certain local specific issues, experiences and practices should be incorporated to further strengthen the discussions. Usually Junior Resource Person/Cluster Resource Person (mandal / cluster level functionary) along with the Karyakartha (village functionary) conducts the session.

After an introductory song, the actual session starts.

Activity 1 Orientation Session at the Village Level

Step 1: Introduction of participants

This is the first step of the activity and here, the facilitator sets the stage for the orientation session through an ice breaker

Time required: 20 minutes

Resource material: Charts, sketch pens, Games used for Bala Sangham Training (Appendix 2).

Objective

To set the mood through an ice breaking session

Box1: Name game

Each participant should tell his/her name and one aspect of his/her personality that he/she likes.

The next participant should repeat what the first one said and then say his/her own name and an aspect of his/her personality that he/she likes.

Each of the next participants should start from the beginning till the preceding person and then say his/her own name and his/her likes.

It continues till the last participant repeats all the names and likes of all the other participants before saying his/her details.

Method

Conduct an icebreaker such as *Name game / drawing a figure / expressing their likes and dislikes in their personality*

Since the members belong to the same Bala Sangham, they know each other and hence the introduction is meant for setting the mood for orientation. Therefore different ice breaking methods can be used.

After this the facilitator should explain the objective of the orientation programme.



Expected outcomes

- Participants would express personal interests breaking inhibitions.
- A conducive environment would be created leading to proactive participation

Points to be noted

During the activity, the facilitator has to keenly observe the participation of the members to ensure that every one is involved.

Activity 1 Orientation Session at the Village Level

Step 2: Why Bala Sanghams?

In this session, the facilitator discusses on the need for Bala Sangham to address gender discrimination. This session is conducted through an interactive plenary discussion

Time required: 50 minutes

Resource material: Charts/black board, sketch pens, chalk pieces

Objectives

- To make participants understand the need for Bala Sangham to address issues of gender discrimination.
- To encourage the participants to recall major activities taken up by the Bala Sangham since its formation

Method

The facilitator should initiate the discussion by asking the participants to point out issues where they saw or experienced gender based inequities and during this discussion, the need for Bala Sangham to tackle issues of gender discrimination as a collective (Box 2).

Box 2: Examples of issues addressed by the Bala Sangham

The group might come out with social issues such as child marriage, child labour and discrimination between genders with respect to education, food and health and how the Bala Sangham dealt with these issues.

Further, the facilitator also encourages the group to recall the major activities of the Bala Sangham since its formation.

As the participants state the points, the facilitator notes it on a chart paper.



Expected outcomes

- The participants would realize the need for the collective of boys and girls to address gender issues.
- Members would recall the activities taken up by them collectively
- All members will actively participate in the session
- Facilitator would know about Bala Sangham activities in addressing gender concerns

Activity 1 Orientation Session at the Village Level

Step 3: Gender discrimination faced within the family and in school

In this session, through participatory methods of discussions on actual field experiences and stories, experience sharing and role plays, the facilitator helps the participants to articulate and understand gender discrimination happening within the family and school.

Time required: 45 minutes

Resource material: Charts, sketch pens, Case lets on gender disparities

Objective

To enable the participants to open up and articulate their experiences of facing gender discrimination

Method

The facilitator encourages the participants to share their own experience of facing gender discrimination at home and school. For eg. a girl might talk about her experience of not getting the same quality of food that is given to her brother or about her experience of being teased by boys.

Boys may also share experiences of their family members facing gender based disparities. Taking a lead from these experiences, the facilitator guides the discussion on why discrimination happens in those situations.

The facilitator should be prepared with instances of discrimination in families and in schools such as girls not being sent to school, girls not being allowed to play some games,

and women having food after men

The facilitator then, shares case stories of gender discrimination with the group (*Box 3*).

Building on such stories, the participants discuss gender discrimination in the family and society. Further, the participants are asked to present a role play based on the story presented.

Box 3: Example of a case of gender discrimination discussed

There was a family consisting of parents, a daughter and a son. Both the children are studying. One day, the mother falls ill. The girl in the family is then asked to work in the field in place of the mother while the boy continues to go to the school. As days go by, the girl drops out completely from school.

Activity 1

Orientation Session at the Village Level

Expected outcome

- Participants share their experiences.
- Participants understand that discrimination happens within families and in society

Points to be noted

The facilitator should respect individual experiences and should be empathetic.

Step 4: Understanding gender

In this session, the facilitator illustrates the difference between sex and gender using pictures and explains how the biological differences are further widened using socialization processes.

Time required: 45 minutes

Resource material: Illustrations, black board, chalk piece, Pictures of socialization processes

Objectives

- To enable participants to understand the difference between sex and gender
- To create awareness on socialization processes and to understand that socialisation results in stereotypical roles for boys and girls

Method

The facilitator then uses pictures of boys and girls at different age groups right from birth illustrating the gender stereotypical roles reinforced through socialization process (Box 4:)

The facilitator should use pictures which are relevant to the lives of the participants.

Other pictures are shown of girls waiting for food while boys and men are eating, girls playing with dolls while boys playing with cars, girls helping out at home while boys are



Box 4: Examples of gender stereotypes shown in the pictures

A picture of an infant wearing underpants is shown and participants are asked to guess whether it is a boy or a girl. Some participants say it is a boy and some say it is a girl, but typically they cannot distinguish.

Now pictures of a young girl and a boy are shown where girls dressed in a particular fashion and here participants can easily recognize her as a girl.

Activity 1

Orientation Session at the Village Level



playing. Based on the pictures, the facilitator discusses about stereotypical gender roles in the family, by encouraging the participants to share their own experiences of certain tasks/work allotted to women and girls.

The facilitator should also bring out through the discussion how these gender roles are not dependent on the biological differences and are socially constructed. The facilitator should bring out various impacts on girls like making them more vulnerable and losing opportunities.

Expected Outcomes

- Participants learn that sex is a biological construct and gender is a social construct.
- They also realize that gender roles are reinforced through socialization process and it widens the biological differences evolving as gender stereotypes.

Points to be noted

The facilitator should try to extract live experiences from the participants and use simple language to explain gender construction.

Step 5: Addressing gender discrimination at the individual level

Based on their understanding of the previous sessions and on the information about child rights and programmes, the participants are asked to chart out action plans for themselves and for their Bala Sangham to take action in their families, schools and community.

Time required: 45 minutes

Resource material: Black board, chalk pieces, illustrations reflecting socialization pattern of boys and girls right from birth, case studies from field experiences showing gender inequities, stories

Objective

To encourage the participants to form action plans to reduce gender discrimination at their personal levels and at the Bala Sangham level.

Activity 1 Orientation Session at the Village Level

Method

The facilitator has to gather information on child rights and different programmes and services for girls to facilitate this session.

Then the facilitator raises some simple questions about the gender stereotypes in the family. For instance, can't boys play with dolls or girls play with cars? Can't boys share some of the work that girls do at home? Can't we ask our parents to do that? Based on these discussions the participants are asked to make action plans at a personal level.

The facilitator also provides information about programmes and scholarships available for children and about child rights. Based on this information, the participants are asked to make action plans to get their entitlements. The concluding discussions should lead to strengthening collectives of boys and girls to identify and address gender discrimination at their level.

Box 5: Action plan that emerges after the activity

- Boys and girls will attempt to bring changes in their thinking about gender stereotypical roles
- Participants will share this information with their family members and other Bala Sangham members and try to convince them of the need to bring about change
- Bala Sangham addresses issues like early marriages, education of girls and girl child labour
- Bala Sangham meetings are held regularly and they maintain minutes of their meetings
- There will be an increase in membership of the Bala Sangham
- There will be demand for further capacity building

Expected Outcomes

- Participants understand that discrimination can be reduced by enabling girls to secure their rights and entitlements.
- Participants realize that they can play a role in bringing about gender equality within families and their immediate social environment.
- Participants form simple, practical action points to reduce gender stereotypes in their personal lives

Points to be noted

The facilitator should ensure that each participant comes out with

some practical action points as individuals and all of them prepare an action plan for the Bala Sangham.

Activity 1

Orientation Session at the Village Level

Follow up action by the facilitator/village level functionary

- Conduct follow up visits to assess impact of the orientation session
- Continue discussions in the Bala Sangham meetings.
- Understand the challenges if any, faced by boys and girls in putting their learning into practice and build their capacities in negotiating for change.
- Observe changes among the members and encourage them further by sharing and discussing with their family members
- Document the observations and the activities taken up by the Bala Sangham to address discrimination.
- Regularly update the profiles of Bala Sanghams reporting the changes and assessing progress.
- Generate demand for further capacity building.
- Discuss the impact with the parents/ Mahila Sangham members

Expected Short-term Outcomes of the Orientation Session

- Boys agree to share house hold work of their mothers and sisters.
- Some boys immediately put their learning into practice.
- Boys ensure that their sisters attend school regularly.
- There is an increased participation in the Bala Sanghams
- There will be regular attendance in the meetings.
- Girls try to negotiate for their rights and entitlements
- Bala Sangham members come up with issues of gender inequalities for further discussion in the meetings.



Activity 1 Orientation Session at the Village Level

Expected Long term Outcomes of the Orientation Session

- Bala Sangham will become stronger in identifying gender concerns at family and school levels
- Boys and girls will take up activities collectively to address issues of discrimination
- Members demand for further training

Challenges	Strategies
Parents may not allow their kids to go to the meetings of Bala Sanghams	At meetings with parents and teachers disseminate the activities of Bala Sangham
Initially some boys may oppose sharing work	Focus on continuing the discussion on the points raised in the orientation session in the regular Bala Sangham meetings at village and cluster levels
During the discussions in the session itself boys express many doubts and questions on work sharing, parents' acceptance etc. Change may not be visible immediately after orientation	Simultaneously bring the discussion points to the sangham meetings for further analysis on the need for change
Passive participation of girls or they might oppose to sharing of work by boys	Build the capacities of girls to negotiate change Follow up with families on action points
Male youth and villagers might say that if girls are given priority, they would behave adamantly and not listen to their parents.	Further consciousness raising for male youth should be done. Further capacity building at cluster level
Boys who are positive to bring change might be teased by others.	During follow up, encourage the boys to stand by their commitment

Activity 1

Orientation Session at the Village Level

Box 6: Action plans executed by the Bala Sangham after Orientation

Bala Sangham of Venkatrapalli village, Chityal Mandal, Warangal district was formed in 2002. Presently the membership of this Bala Sangham is 45. Prabhakar has been a member of this Bala Sangham. He and other Bala Sangham members keenly followed the discussions held in the regular Bala Sangham meetings and trainings, particularly on issues of Child rights, discrimination of girl children and on child marriages. Taking these forward, Prabhakar led the effort to identify school dropout girls and those who were not enrolled. In this process they took support from the Village Mahila Sangham and the Panchayat members. Thereby they could enroll seven girls who were out of school for many years in the Mahila Shikshan Kendra at Warangal. When they found that two more girls had recently dropped out from school, they got them enrolled back in the school. In addition, the Bala Sangham members took support of the others in the village, spoke to the Sarpanch and arranged for streetlights in the SC waada.





Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

This activity is a cluster level residential training on gender held across two days to sensitize boys on gender issues through discussion, role plays and exercises by making them understand discriminating practices and gender stereotypes in family, school and neighbourhood.

Objective

To sensitize boys on gender issues by making them understand discriminatory practices and gender stereotypes followed at family, school and immediate neighborhood.

Duration: Two-day residential programme

Participants

A group of 25-30 boys and girls of Bala Sanghams from the cluster where a cluster is a group of 3-5 villages

Venue

A spacious hall (or community hall, school building, GP building) with good ventilation and running walls to display the resource material is required. Proper accommodation should be arranged with toilet facility.

Materials required

Accommodation, electricity
Durries and training equipment
Travel charges from villages to the venue (cluster village)
Travel and accommodation for the facilitators
Notebooks and pens to participants
Other stationary
Food and Snacks
Copies of reading material to participants

Preparatory Phase

- The village level functionaries of the cluster villages should fix a convenient day and time for the training in collaboration with Bala Sangham members from their respective villages
- Identify a probable group with representation from each Bala Sangham. The representation should be from the group that has already received orientation.
- Collect relevant data and information on gender discrimination and

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

stereotypical practices, impact on girls and areas where gender gap is still persisting.

- Identify a suitable venue.
- Gather required resource material.
- Identify facilitators for the orientation and their preparation.
- Conduct formal and informal discussions with parents, school teachers and village elders giving them information about the residential training programme to a mixed group in all the cluster villages and obtain their consent.
- If the training dates fall on working days, obtain prior permission from the teachers for the participants to attend the training programme.

The day before the programme

- The village functionaries remind participants about the training
- Ensure food, snacks and water arrangements are made at the venue.
- Ensure that safe and secure accommodation is provided for the girls and boys separately.
- Keep the training hall ready for the session.
- Ensure cleanliness at the venue.
- Keep the stationary and resource material ready.
- Facilitator should reach the place well in advance to ensure everything is in place.

Conducting the programme

The training programme is for two days and is residential. Members from Bala Sanghams of the cluster villages attend this training. Ideally there should be a three to four month gap between the orientation and the training at the cluster level. Since it is a residential programme, the module has some night exercises to engage the participants. Within the broad module framework, specific issues identified from the cluster activities and experiences of the Bala Sangham and Mahila Sangham would define the scope of the contents and the methods. Usually Junior Resource Person/Cluster Resource Person (mandal / cluster level functionary) along with the Karyakartha (village functionary) conducts the session. If support is needed district staff may also give support.

After an introductory song the actual training programme starts.

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Step 1 (on Day 1): Introduction of participants

This is the first session of the training programme where icebreaking and mood setting is done through a group exercise

Time required: 20 minutes

Resource material: Ball (can be made with bunch of small papers also)

Objective

To set the mood through an ice breaking session

Box 7: Ball game

All the participants should stand in two rows such that each row has a mixed group of boys and girls standing opposite each other in one line. The ball is given to any one participant and facilitator should ask the member to say his/her name, education, his/her village and then throw the ball to any one s/he is interested in the opposite row. The person who thus receives the ball should say his/her name, education, village and throw the ball again to another person in the opposite row. It should not be thrown to the person who already got the chance. Thus the ball is rolled between participants of both the rows till every one completes the introduction.

Method

The facilitator should explain the game to the participants (Box 7:)

The facilitator observes how the ball is thrown between boys and boys or between girls and girls or mixed, what are the expressions of others when the ball is thrown between a boy and a girl, any inhibitions noticed among girls or even boys. These observations can be used for discussion in the later part of the day.

Expected outcomes

- The participants would introduce themselves to others and get familiarized with their names.
- A conducive environment is created leading to proactive participation

Points to be noted

During the activity, the facilitator has to keenly observe the interaction between the members and note any inhibitions in mixing with each other as they belong to different villages.



Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Step 2 (on Day 1): Recap of the orientation session

This session is a discussion on the learnings from the previous orientation program held a few months back.

Time required: 30 minutes

Resource material: Chart paper, Sketch pens

Objective

To recall the learnings from the previous orientation and assess the understanding levels on gender and socialization

Method

The facilitator, in the plenary should ask the participants to share their learnings from the orientation programme. The facilitator should note down the points in the chart paper as participants recall it.

Expected Outcome

Participants recall that gender is a social construct and is reflected in the stereotypical roles of boys and girls and they recall that the impact of socialisation is more on girls

Points to be noted

The facilitator should try to extract personal experiences from the participants and use simple language to further explain gender construction and its effects on girls.

Step 3 (on Day 1): Masculine and feminine characteristics

In this session, the participants are engaged in a group exercise which helps them to understand that leadership evolves over time and is nurtured through socialization and that masculine and feminine traits are imposed and not innate.

Time required: 2 hours

Resource material: Black board, chalk pieces

Objectives

- To understand that masculine and feminine traits are imposed, not innate

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

- To realize that leadership evolves in the process of growing up which is nurtured through socialization

Method

The facilitator should first ask participants to identify the personality traits and list them one by one on the board separately for boys and girls. Then ask some or all of them to name at least one male and one female role-model. Write those also on the board on the other side in a different colour, separately for men and women. Then ask participants again why they are/were great. Then match the reasons with the traits of boys and girls written earlier. The participants understand that certain traits exist in both male and female role models. Taking lead from the exercise the facilitator should explain the reasons why this happens, explaining that leadership is shaped by the socialization processes right from childhood. It is also influenced by the exposure to knowledge and information and the socio-cultural factors of the family and neighbourhood society in which the child is brought up.

Expected outcome

Participants come out with an understanding that traits / personalities are shaped or/and influenced by the way people are brought up, by the availability of opportunities and these traits are not a biological phenomenon

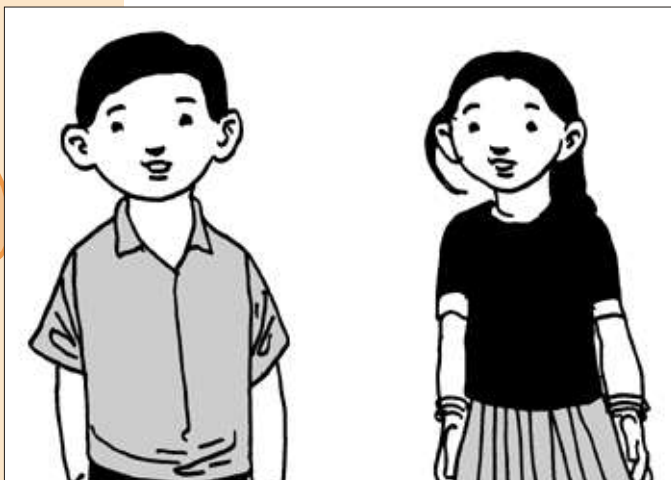
Points to be noted

The facilitator should explain that traits are developed in the process of socialization. Leadership evolves based on opportunities but often is misconstrued as natural or specific to men and to women.

Step 4 (on Day 1): Understanding Gender

In this session, the book, *Who is a boy? Who is a girl*, by Kamala Bhasin and other pictures depicting gender stereotypical roles are used to illustrate that gender is a social construct

Time required: 1 hour for exercise and 45 minutes for plenary discussion



Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Resource material: Book by Kamala Bhasin “Who is a boy and Who is a girl”, black board, chalk piece

Objective

To understand that socialization pattern reinforces gender roles

Method

The facilitator should divide the members into small groups and give them copies of the book *Who is a boy? Who is a girl?* and ask them to read it thoroughly and come up with their observations as related to their personal experience. The participants should be asked to present their observations.



Based on the presentation, the facilitator steers the discussion on stereotypical gender roles in the family, by encouraging the participants to share their own experiences of certain kinds of roles typically allotted to women and girls. The facilitator could ask questions like, “A boy grows a beard, why cant he grow long hair?” (Refer Appendix 2 for more questions)

Unlike the orientation, here the facilitator goes into detail on biological differences and gender as a social construct. The facilitator should discuss biological differences between men and women.

Then they should compare biological differences and those that arise from socialization.

After the exercise, the facilitator should clearly explain the concept of gender discrimination, socialization and taboos. The facilitator gives examples of restrictions on girls’ mobility such as girls not being allowed to laugh loudly, not allowed to talk to boys and not allowed to go out without permission of parents.

Expected Outcomes

- Participants recall that gender is a social construct and is reflected in the stereotypical roles of boys and girls
- Also understand that socialization process reinforces these roles

Points to be noted

The facilitator should try to extract personal experiences from the participants and use simple language to further explain gender construction.

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Step 5 (on Day 1): Understanding gender discrimination, its forms and existence

In this session, through role plays and exercises, the facilitator makes the participants understand gender discrimination happening at family, school and society

Time required: 1 hour for exercise and 45 minutes for conclusion

Resource material: Charts, Sketch pens, black board, chalk pieces, Mother India role play (Appendix 3).

Objectives

- To enable participants to open up and articulate their experiences
- To realize the existence and influence of gender discrimination at family, school and societal levels

Method

The facilitator should prepare the daily schedule of a rural family in a chart and make columns against each task listed. Through discussion with participants, she checks off whether it is being done by a boy, girl, both, others. This chart is used to lead a discussion on gender discrimination in the family. The same can be done in the form of a group exercise where the participants are asked to come up with their own work charts, which is more participatory.

The facilitator should ask participants to present role plays of gender discrimination in schools and in society. For e.g. the participants might do role plays on discrimination in food and opportunities available for girls with respect to boys.

After the session, the facilitator may identify two or three games which helps break gender stereotypes and which contribute to refreshment and relaxation. Examples could be kabaddi, tennikoit, skipping etc. Locally played games could also be identified and played.

Expected Outcomes

- Participants understand that discrimination is a social construct and is present in family, school and society.
- They also learn that this causes separate identities for girls and boys and influences their physical, mental and social growth.

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Points to be noted

The facilitator should respect individual experiences shared in the role plays.

Day break

Resource material: Film titled “Meena” developed by UNICEF (<http://globalclassroom.unicef.ca/en/resources/video.htm>)

During this day break, the facilitator has to recap the day's sessions and ensure that all participants have captured the learning. Depending on the mood and interest levels of participants, the facilitator may also plan for some night exercises such as showing the gender related video films, for e.g. film entitled *Meena*. This would further substantiate discussions and add to thoughts for actions to be taken to address gender discrimination. This, in turn will lead to the next day's sessions.

The film on Meena has 8 parts with many themes which relate to both gender discrimination and life skills. Therefore the facilitator should choose only such themes which are related to gender discrimination such as the parts entitled

Count your chicken

Dividing the mango

Will Meena leave school,

Is Meena too young to marry

Next Day

Recap of previous day :

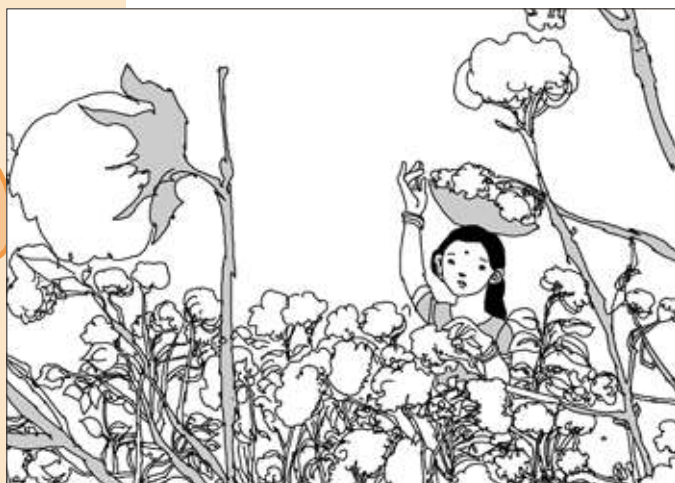
On the next day, the facilitator should ask the participants to present their learnings from the previous day to the plenary. The facilitator notes it on a chart paper. All participants are encouraged to participate in this sharing.

Step 6 (on Day 2): Meena's Film

In this session different themes of gender discrimination based on the film are discussed.

Time required: 1 -1.5 hrs

Resource material: Charts, Sketch pens, Black board, chalk-pieces



Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Objectives

- To develop an understanding of gender discrimination in different forms
- To understand how problems can be solved in different ways

Method

The facilitator should have watched the film and noted the themes with respect to gender discrimination as preparation for this session.

The facilitator should ask the participants on their views on the Meena film. The focus of the feed back is to check whether the group observed the nature of discrimination, where is it visible and what were the actions taken by Meena in those situations. The facilitator should ask questions about each theme and note down the observation from the participants. Using the film as a basis, the facilitator should ask participants to share examples of gender discrimination from their own life.

Expected Outcomes

- Participants identify where discrimination is visible in the society
- Participants also understand that there are opportunities which can be used to solve our problems

Points to be noted

The facilitator should take care not to counter any of the feelings/observations of the participants and take leads from this session for the next one.

Step 7 (on Day 2): Impact of gender discrimination on girls

In this session, through discussions based on field examples and case studies of gender disparities, the facilitator should bring out the impact of gender discrimination on girls.

Time required: 45 minutes

Resource material: Charts, Sketch pens, Black board, chalk-pieces

Objective

To make the participants realize that discrimination impacts both boys and girls and that it is more visible among girls.

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level



Method

The facilitator should be prepared with examples and case studies of discrimination within families, schools and society. The facilitator should use examples to explain how gender discrimination is transformed into lack of opportunities for girls, keeping them marginalized and on the receiving side of disparity. Thereby they remain timid, isolated and develop low self-esteem. Within the family the girls are treated as a burden and not given priority for provision of education, nutrition or health care. At school also, girls are excluded from major responsibilities in the school activities and prevented from playing games that boys play. Even within the immediate neighbourhood or in society, girls are seen as burden to the family. Restrictions

are imposed on mobility, expression of interests and they are not allowed to participate in decision making. Subsequently the facilitator should lead this discussion to make them understand that this process transforms girls into disempowered women. Taking examples from field experiences or narrating case studies would be effective in transferring the message clearly.

Keeping this reality in mind, the facilitator should focus on the status of boys and girls within the family and the society so that the boys realize their role in bringing about gender equality.

Expected Outcomes

- Participants would realize that gender discrimination is isolating girls from accessing their rights, making them more vulnerable and denying them of opportunities.
- Boys realize that they are also engendered in the process of socialization.

Points to be noted

The facilitator should explain the impact of discrimination particularly on girls in simple terms. Care should be taken to avoid conflict during discussions between boys and girls.

Step 8 (on Day 2): Addressing gender discrimination

In this session, the facilitator disseminates information about programmes and services and asks the participants to frame action plans

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

at their levels to reduce gender discrimination

Time required: 1 hour 30 minutes

Resource material: Reading material on different programmes and services, Black board, chalk pieces

Objectives

- To disseminate information and discuss the relevance of programmes/services available for their development.
- To encourage the participants to frame action plans to reduce gender discrimination at a personal level.

Method

Materials of different programmes and services are displayed in the training hall. These are materials from governmental and non governmental organizations which deal with gender, child rights and programmes for children and adolescents. The facilitator should be prepared with information on the programmes and services and also on child rights. The facilitator should ask the participants to go around the room and read the displayed material on opportunities available for their development.

After the participants read the displayed materials, the facilitator should explain that even different programmes and services meant for development of children and adolescents are sometimes biased. These biases reinforce stereotypical roles of boys and girls leading to loss of opportunity for either or both. For e.g. some vocational training programmes like tailoring, and candle making are earmarked for girls while electrical repair and motor repair training is slotted for boys. Likewise, other examples include school committees where water and service committees are given to girls while sports committees are given to boys.

Further, from this discussion the facilitator should ask the participants to frame action plans at their level to address gender discrimination. Further, the facilitator should ask them to make action plans for the Bala Sangham. The concluding discussions should lead to strengthening collectives of boys and girls to identify and address gender discrimination at their level.

Expected Outcomes

- Participants realize that even certain programmes such as vocational training, health care services reinforce gender roles.

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

- Participants understand that discrimination can be reduced by enabling girls to secure their rights and entitlements.
- Participants come up with simple and practical action points to reduce gender stereotypes.

Points to be noted

The facilitator should ensure that each participant comes out with some practical action plans as individuals and a collective action plan for the Bala Sangham.

Box 8: Action plan that emerges after the session

- Boys ensure that they share household work
- Boys and girls evolve a concrete plan to bring changes in their activities to address gender stereotypical roles
- Participants share this information with their family members and other Bala Sangham members and convince them on the need for gender equality
- Participants ensure that they will prevent child labour and enroll children into schools
- Participants ensure that the Bala Sangham will address issues of early marriages, education of girls and girl child labour
- Participants commit that they will meet regularly for Bala Sangham meetings at village and cluster levels
- Participants plan to increase the number of members in the Bala Sangham
- Participants demand further capacity building
- Participants plan to form child clubs, school cabinets in school to put their learning into action

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level



Follow up action by the facilitator/village level functionary

- Do follow up visits to assess impact of the training and to ensure dissemination of the information to the other Bala Sangham members
- Continue discussions in the Bala Sangham meetings on the issues discussed in the training programme
- Gather experiences from the members about the changes they could bring in their families, school or in their communities.
- Gather experiences of challenges, if any that the members face and facilitate follow up meetings to give further inputs to the participants

- Document the observations and the activities taken up by the Bala Sangham to address issues of gender discrimination and regularly update the Bala Sanghams' profiles to track the progress
- Identify potential trainers among the group in the follow up visits for further capacity building
- Extend support to the peer educators to function effectively
- Facilitate formation and strengthening of Bala Panchayat

Short-term outcomes observed after the training

- Boys share house hold work of their mothers and sisters
- Out of school girls are enrolled in the schools
- Participation will increase in the activities of the Bala Sanghams
- Bala Sangham members identify issues of gender discrimination for further discussion in the meetings and request suggestions from the facilitator.
- Bala Sangham members evolve as peer educators
- Members share their learning with their peers in schools and encourage them to form child clubs / cabinets

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

- Bala Sangham members identify cases of child marriage, seasonal drop outs or non enrollment of girls and try to take up the cases with the support of Sangham and the village level functionaries.



- Members initiate discussion of evolving the Bala Panchayat

Long-term outcomes observed after the training

- Sensitivity among members towards special needs of girls will increase
- With the support of Sangham and village functionaries, the Bala Sangham will be strong enough to challenge issues
- Cluster level Bala Panchayats will evolve with representation from village level Bala Sanghams. This is to be viewed as an indicator of the strength of the Bala Sangham
- Child rights Protection Committees with representation from Gram Panchayat, School Teachers, Mahila Sangham will support the activities of the Bala Panchayat
- Bala Panchayats will address issues of child rights, discrimination and vulnerability of girls with the support from Child Rights Protection Committees
- Periodical meetings and capacity building of Bala Panchayats will be conducted
- School cabinets or child clubs will address gender concerns of children along with Bala Sanghams
- Bala Sangham members will influence parents' attitudes
- Members will demand further training
- Bala Sangham members will be able to fight traditional harmful practices

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Challenges	Strategies
During discussions some boys may be reluctant to accept that certain roles are stereotypical.	Continue training and capacity building to overcome resistance to gender equality Simultaneously bringing the discussion points in the Mahila Sangham meetings for further analysis and support.
Boys may deliberately raise doubts and questions related to discrimination and vulnerability of girls.	Focus on continuing the discussion on the points raised in the training programme in the regular Bala Sangham meetings at different levels
Some members who attended orientation sessions may not attend this training and new members might join afresh	Suitable modifications in the module should be done and inputs on the basics of gender should be given to new members
Some times, some members may not be willing to stay overnight.	Involving Mahila Sangham of the cluster village for escorting the participants during night stay
It may require some time to convince the parents to send their adolescent daughters for the residential training as the training is for mixed group.	Parent - teachers meetings to disseminate the activities of Bala Sangham
Since the training is held at cluster village, there might be a difficulty to arrange proper accommodation facilities.	Taking support from the local Mahila Sangham and GP members in arranging accommodation and other logistics for the training
There is a possibility of disturbance from the curious youth in the village.	Organizing village level awareness programmes on child rights and gender discrimination.



Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Box 9: Challenging sexual abuse due to information on child rights

Prakash is 15 years old and is an active member of Geetanjali Bala Sangham since the last five years. Prakash comes from a poor family of daily wage earners consisting of four members. He has one sister. His father is a habitual drunkard, is violent and would harass his wife and tried to sexually abuse his daughter. Analytical discussions held on child rights through the Bala Sangham inspired Prakash to raise this issue with the hope of arriving at a solution with the help of the Bala Sangham and Mahila Sangham.

The Bala Sangham was formed in 2005 with 42 children in Tharasingh Bavi Thanda of Nellikuduru mandal of Warangal District, Andhra Pradesh. Prakash participated in the cluster level training on gender issues. During the training sessions, all the children shared their individual experiences, of alcoholism among fathers, mothers becoming breadwinners, girls being burdened with domestic work and boys becoming child labourers. As a result, they are not able to focus on education leave alone

access their rights as children. Prakash raised the issue of sexual abuse of his sister by his father and felt that all these need to be addressed by the Bala Sangham children.

Prakash then facilitated two more Bala Sangham meetings in the same village with the support of youth and women groups to address and access issues of child rights, alcoholism and abuse of women and children.

One day, the Bala Sangham members convened a bigger meeting, invited their parents and panchayat members. They poured out all their concerns on the impact of alcoholism on the families, children and village. Prakash boldly raised his sister's plight to every one and felt that this issue needs to be taken seriously as it is a violation of her right to security.

Moved by these issues raised by the children, the parents decided not only to stop drinking but also stopped the preparation of cheap liquor in the village. The Upa-sarpanch, village elders and thanda leaders made a collective resolution that a fine of Rs 500/- would be imposed on anyone who drinks. From then onwards, the practice of drinking has reduced and preparation of alcohol was stopped in the village. Prakash's father also stopped drinking and has started contributing financially to the family.

The cluster level meetings provided information on child rights, different provisions and opportunities available for children and information on their immediate problems. The processes further involved were detailed reflection on the problem, its impact on the individual, larger family and neighbourhood, particularly women and girls and manners in which it could be resolved and with whose support. This equips every child with capacities to deal with the issue with confidence. The Bala Sangham and the Mahila Sangham played a major role in supporting Prakash to solve his problems.



Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

This activity is a two day residential training programme held at the mandal level with interactive, participatory methodologies. A group of 25-30 Bala Sangham members are trained to become trainers to build capacities of other Bala Sangham members.

Objective

To evolve a cadre of sensitized second generation Bala Sangham members, who in turn become trainers to build capacities of other Bala Sangham members and influence change at a wider level

Duration: Two-day residential programme

Participants

A group of 25-30 boys and girls of Bala Sangham

Venue

A spacious hall (within Mandal office, MRC/BRC, GP office, school building or a rented accommodation) with good ventilation and adequate space for display of resource materials is required. Good accommodation with toilet facilities are necessary.

Materials and resources required

Accommodation with toilet facilities
Rent and electricity charges
Mats and training equipments
Display materials
Travel charges from villages to the venue for participants
Travel and accommodation for facilitators
Notebooks and pens to participants
Other stationary
Food and Snacks
Copies of handouts to be given to participants

Preparatory Phase

- Conduct follow up meetings with Bala Sanghams at mandal level after the cluster level training to identify potential trainer group/peer educators.

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

- The mandal level functionary should fix the dates in collaboration with identified Bala Sangham members to fix up dates for the training.
- Identify a probable group of Bala Sangham members to attend Training of Trainers programme,
- Collect relevant data and information on discriminatory and gender stereotypical practices, impact on girls, areas where gender gap is still persisting.
- Identify a suitable venue at mandal level.
- Gather required resource material.
- Identify facilitators and ensure that they are prepared.
- Facilitators should visit some of the villages in the clusters to acquaint themselves with the Bala Sangham members and know their activities.
- If the dates fall on a working day, obtain prior permission from the teachers for the participants to attend the sessions.
- Mobilize the group members
- Invite identified mandal officials.

The day before the programme

- The village functionary should ensure that identified participants attend the training and if possible arrive the night before the training to the venue.
- Ensure food, snacks and water arrangements are made at the venue for all days.
- Prepare the training hall for the sessions
- Ensure cleanliness within and surrounding the training hall.
- Keep the stationary and resource materials (audio, video, print, pictorial etc.) ready.
- Keep the handouts ready

Conducting the programme

The training programme is for two days and is residential. Identified members from Bala Sanghams of the villages in that mandal attend this

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

training. Care should be taken to identify a group which is energetic, can give time and have already played a role as a change agent in their own family and through the Bala Sangham. Involving members with leadership qualities, who have raised gender issues in the Bala Sangham or Bala Panchayat, would be an added strength. Since it is a residential programme, the module should have night exercises to engage participants. Within the broad module framework, mandal specific issues, activities and experiences identified by the Bala Sangham and Mahila Sangham should be considered to elaborate the scope of the contents and the methods. Usually the District staff along with Junior Resource Person/Cluster Resource Person conducts the session. The village level Karyakartha has greater role in mobilizing the boys and girls to attend the training programme. If there is a senior village level functionary who has already been trained, she can be a co-facilitator. After an introductory song, the actual training programme starts.

Step 1: Introduction of participants

Objective

Ice breaking and mood setting

Method

The facilitator might choose any game to introduce the participants to each other. The idea is to break the ice and let the participants feel free to mix with each other and openly express their views. Refer Appendix 2 for other ice breakers. The facilitator has to keenly observe the interaction between members and note any inhibitions in mixing with each other

Time and Material

20 minutes

Expected Outcomes

- Participants would introduce themselves to others and get familiar with each others' names
- A conducive environment will be created leading to proactive participation

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Step 2: Who is a trainer, why training to a trainer

Objective

To enable participants to understand that the trainer is an important change agent

Method

The facilitator should conduct this session in an interactive manner by posing questions such as what is training, why convey a message or information in a training mode? what is the training of trainer programme? Should it be conducted? What is the difference between ToT and training? The facilitator should explain the importance of training to transfer knowledge in a structured manner. The facilitator should emphasize that the Bala Sangham peer educator should develop similar capacities

Time and Material

30 minutes

Expected Outcomes

The participants would learn the importance of training, that the trainer is a facilitator of any change process and that the trainer himself/herself needs capacity building to become an effective trainer and leader

Step 3: The skills required for a trainer

Objective

To help participants realize that the trainer should have specific skills to conduct training efficiently

Method

The facilitator should try to extract details whether the participants have previous experience of facilitating any sessions, conveying a message to a group or other related experience. Taking lead from this the facilitator should focus on the skills required for a trainer. The facilitator should clearly explain the importance of having issue based knowledge combined with the special skills to transfer the content smoothly.

Time and Material

1 hour

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Expected Outcomes

Participants would identify that apart from issue based knowledge, the trainer also needs special skills such as facilitation, coordination, communication, time management and so on

Step 4: Arrangements for conducting training programme

Objective

To help participants learn to organize training including logistical and other arrangements

Method

Some discussion points from the previous activity can be taken as leading points for initiating discussions in this session. The facilitator should stress on the need to ensure prior preparations including logistical arrangements is essential for a trainer in smooth conduct of the training.

Time and Material

45 minutes

Expected Outcomes

Participants learn that preparatory steps such as identification of trainees, preparation of module, material, venue, and planning the time for training are important.

Step 5: Understanding the module, differences between orientation, training, and TOT

Objective

To make the participants understand the importance of a module, types of modules and preparation

Method

After the plenary discussion on the differences between meeting, training and orientation, the facilitator should divide the participants into groups and give a topic asking them to prepare an outline for the theme in the form of a meeting, orientation and training. From this exercise, further explanation should be given on the preparation of module based on a

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

framework according to the nature of the session or need for conveying the message.

Time and Material

1 hour

Expected Outcomes

- Participants would learn about modules, preparation of a frame work according to the context and needs of participants
- They would also know the difference between agendas for meetings and modules for training.

Step 6: Techniques of conducting training

Objective

To familiarize participants on training methods and techniques for each issue

Method

In this activity, the facilitator should try to gather the existing knowledge of the participants about different training methods and explain further methods like small group exercises, plenary discussions, games, songs, case studies, story writing, role play, skits, pictorial presentations, mapping, exposures, debate, etc. While explaining about each method, the contextual usage should also be explained. The facilitator can take some examples and let the participants demonstrate the method.

Time and Material

45 minutes

Expected Outcomes

Participants learn different methods of delivering a message

DAY BREAK Video clippings, games or role plays

Step 7: Practical experience of conducting the training programme

Objective

To enable the participants plan and conduct the training and gain hands on experience

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Training of Trainers/Peer Educators Programme
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Method

After the recap of the previous day's sessions, the participants may be given exercise to develop modules and content. . This exercise should be done in group. Each group should be asked to identify sub themes from their experiences (relevant to the gender issues like discrimination at family, school, workplace and child rights) The facilitator should ask each group to conduct one session for the whole group. Time management is a major responsibility of the facilitator during this part. The facilitator should keenly observe the demonstration sessions by participants and provide feedback.

Time and Material

2 hours

Expected Outcomes

Participants are made to conduct demonstration sessions to understand their strengths and identify gaps for further strengthening

Step 8: Facilitator, trainer, tips to trainers/peer educators

Objective

To give inputs to participants on the skills of training and facilitation

Method

The facilitator should gather ice breakers, games and songs so that they can be used if there are any mood diversions during the sessions. Simultaneously she should explain that the trainer needs to be creative and has to keenly observe the moods of the group undergoing training and use appropriate ice breakers / energizers to facilitate the session effectively. The facilitator should also explain the need to conclude each session and the process of conclusion of the session making a link to the subsequent/next session.

Time and Material

1 hour

Expected Outcomes

- Participants would learn that the trainer is actually a facilitator and

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

needs creative and innovative thinking to use relevant methods and materials

- Participants will learn to transact content with participatory methods
- Creativity and innovation of the members would be explored

Step 9 (on Day 2): Taking action plan from the participants

In this session, the Bala sangham members are asked to chart out their action plans as an exercise.

Time required: One hour

Resource material: Existing module frameworks for reference, material on games and energizers, notes or reference material on training methods and techniques

Objective

To enable the Bala Sangham members to chart out specific action plans for themselves as peer educators for other Bala Sangham members in their villages

Method

The facilitator should explain the need to evolve action plans from participants after completing the training. This action plan should comprise specific points of action in their villages as peer educators. While facilitating this, the following points should be kept in mind:

- Issues identified at Bala Sangham / school cabinets / Bala Panchayats should form the base for preparation of modules which may be specific to the village or group. The choice of issue should be kept flexible and open for the peer educator / trainer.
- Common issues emerging from participants should be included in the module in the relevant subtopic and given to the group.

The facilitator should then help participants form action plans covering, design, issues and date for capacity building activities in their villages

Expected Outcome

The Bala Sangham members form a simple and practical action plan to build the capacity of other Bala Sangham members

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Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Box 10: Action plan that emerges after the session

- Participants will design a training programme considering the immediate needs of the Bala Sanghams.
- The participants will identify tentative time and date for the training.
- A clear action plan emerges for capacity building to the Bala Sanghams for the next three months.

Follow up action by the facilitator/village or mandal level functionary

- The facilitator or the village or mandal level functionary has to ensure that the peer educators transact learnings to Bala Sangham members.
- Follow up action is required to gather enough training material (preferably pictorial) so that the trainers can easily transmit the messages.
- Use the experience of the training of trainers in the Bala Sangham, Mahila Sangham, Bala Panchayat meetings and other forums to develop second line leadership.
- Identify and build linkages between the trainer group and the Bala Sanghams so that the trainer group gets visibility and further support.
- Track the progress of the trainer group and build their capacities further.



Short-term outcomes of Training of Trainers

- The participants will understand how to convey messages in a structured manner in the form of training, meeting or orientation and will plan the next steps
- An energetic trainers group will evolve.
- The trained group will mobilize the Bala Sangham members and conduct training sessions in their villages or in the neighboring villages with a lot of enthusiasm.

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

- Members will demand further capacity building.
- Members will extend support to the functionaries to build capacities of the Bala Sanghams / Bala Panchayats.

Long-term outcomes of Training of Trainers

- Participants will have increased self-confidence.
- A resource group will evolve at mandal level which can build capacities of the Bala Sangham members on gender issues across the mandal.
- Peer educators will further develop their capacities to become change agents.
- An adolescent forum, with representation from the Bala Sanghams and Bala Panchayats will be formed at mandal level
- Youth sanghams of older boys and girls of the Bala Sanghams will evolve
- The Bala Panchayats and the adolescent forums along with this resource group of peer educators will act as a pressure group to facilitate gender equality.
- Participants will extend support to Mahila Sangham to address issues of gender and girl child empowerment.

Challenges/Concerns	Strategies to overcome the challenges
Turn over of peer educators due to boys and girls leaving the village for higher education	Build second line leadership
Trained girls get married and leave the village/mandal	Continuous capacity building to Bala Sangham members
Peer educators feel shy in co-trainings	Plan frequent training activities
Sustaining enthusiasm and energy of the trainer group	Adolescent forums disseminate experiences of this trainer group to other organizations working on child rights, institutions and departments
Coordination between Bala Sangham, Bala Panchayat and Adolescent Forum	Take support of the Mahila sanghams, mandal level federations and other groups

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Box 11: Peer educators take charge

Giddemuttaram is a village in Chityal mandal of Warangal district. In this village, the Rudramadevi Bala Sangham was formed in 2001 with 20 boys and 25 girls. They actively participated in the gender training sessions held at cluster and mandal levels where they discussed issues of child rights, early marriages, education for children, personal hygiene and caste discrimination. These children came back to the village and shared their learnings with all the other children. After the training, the Bala Sangham members began to attend the village level meetings and the cluster level meetings regularly. New members also joined the sangham. They also addressed issues with support from their school teachers.

The Bala Sangham activities had a number of impacts. The Bala Sangham raised money for soap in school toilets to improve hygiene and children were enrolled in schools of which five were girls.

Earlier, children used to sit according to caste in the school, particularly during mid day meals. This issue was raised with school teachers and was changed. Now all children understand that caste discrimination is wrong and eat food together.

In the cluster meeting the Bala Sangham raised the issue of child marriage of a 15 year old girl (Kavitha) of Garmillapalli village. Having understood that it is harmful for the girl's health and that it is against law, three Bala Sanghams went to the girl's village, spoke to her parents. With the support of the village school teacher the Bala Sangham members convinced Kavitha's parents to postpone the marriage. Every one complimented the Bala Sanghams for this.



Overall Expected Outcomes

- Mobility of the members will increase
- Participation of members in Bala Sangham will increase
- Members will experience an increase in confidence
- Members will develop analytical skills (period of two-three months)
- Boys will invite sisters to meetings
- Boys will allow sisters to talk, express themselves, will respect and listen to them
- Girls will delegate chores to their brothers
- Members will not be scared to go out alone
- Members will be able to talk, work and plan together (a long term impact, which takes a period of 1-2 years)

Box 12: Building the second generation of leaders

Sindhu Bala Sangham was formed with 23 girls and 12 boys in Venkatapur village of Illanthakunta Mandal, Karimnagar district in 2001. It is active in raising child rights issues, demanding information and addressing issues related to health, hygiene, child marriages and out of school children. Neeraja, who was instrumental in forming the Bala Sangham was very active and enthusiastic. She became interested in health issues. After class VIII, she dropped out but continued to be an active member of the Bala Sangham. At 18, she got married. After which she convinced her husband to let her continue her education. She then appeared for the class X public exam and passed.

The next year, she applied for the post of Arogya Karyakarthas and got selected as she answered all the questions on health. Presently, she is working as Arogya Karyakartha in her own village and is taking care of the health issues of women, girls and children. She educates the community on the importance of hygiene and general health. She played a key role when medical camps were conducted in her village and campaigned widely on the spread of Filaria. According to Neeraja, the learning from Bala sangham and the experience of participating in the meetings and melas gave her the knowledge and confidence. Now she is an active member of the mahila sangham in her village. She is also pursuing her bachelor's degree through open-university while helping the Sangham women gain literacy as ALC teacher.

- Boys and girls talk and participate equally in discussions
- Boys become more sensitive towards girls
- Girls will experience a decrease in teasing within 3-6 months, depending on the attitude of the boys
- Members will get married at a later age and not as children
- Members will be able to fight traditional harmful practices

Immediate Expected Outcomes

- Boys and girls will share work and food equally
- Boys will stop teasing other boys when they do household work
- Members will experience a change in attitude
- A collective process of decision making will evolve with boys including girls
- Members will take part in community activities
- There will be a decrease in violence

Box 13: **Building young male leaders**

The Children of Toragallu village in Kanagal Mandal of Nalgonda district formed the 'Nehru Balala Sangham'. They held regular meetings to sensitize non-school going children and convinced their parents to enroll them. They discuss issues of health, child rights, gender discrimination, child labour, child marriage and superstitions and try to apply them to their own lives. As a result, there is a remarkable change in their thinking and behaviour. The transformation in Nagaraju has immensely pleased his parents.

Fourteen year old Nagaraj is a member of this Sangham. One day there was a discussion on gender roles and discrimination in the Bala Sangham. The arguments and analytical debates made Nagaraju think. He came to understand women's subjugation at home and his role in it.

Earlier he never shared work at home even when his mother asked him, but now he willingly helps his mother and sister, in household chores which he proudly announced at the Bala Sangham meeting. He is now teaching others what he has learnt. He convinces parents and employers to let child labourers attend school using his knowledge on child rights and Child Labour Act.

A member of the Sangham, Krishna was working for a land lord and not allowed to attend meetings. The Bala Sangham approached the landlord and asked him to send Krishna with them. When the couple refused, they educated them about child rights and that any infringement of these rights could invite police action. The lady was taken back and had to send Krishna. The children shared this proud victory with everyone else at the meeting.

Overall Challenges and Strategies

Challenges (related to implementing gender education for children at various levels):

Challenges of Village Level Orientations

- Parents do not allow children to attend the meetings.
- Youth tease girls.
- In orientation, boys oppose sharing tasks in homes. Boys say that everybody should do their own work and was not open to sharing work at home. The girls did not oppose, but they raised the issue that the boys would beat them if they did the work that boys generally did

Challenges of Cluster level Training sessions

- Some girls may not open up because of presence of boys.

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- Challenges lie in logistical arrangements. At cluster levels sometimes food is unavailable
- The accommodation of boys and girls is difficult and inconvenient. Tents are set up for boys on one side and for girls at another side.

Challenges of Mandal Level Training of Trainers

- Venue of the training at mandal level is usually far from their homes. They need to take bus, auto or jeep to attend the training. Therefore meeting travel expenses is a challenge.
- The training sessions are usually held on holidays but sometimes overlaps with working days causing the children to miss school.
- Getting accommodation for four days may be a challenge.

Gender Education training in schools

When the Bala Sangham members try to put their learning into action and when gender education sessions are held in the school, certain challenges are faced:

Challenges	Strategies
Teachers do not cooperate	Conduct one to one personal interactions
School Head Master does not allot time for Bala Sangham activities	Attending school complex meetings (organized by the Education Department for all schools in the area)
Gender equity is not accepted by teachers	Continuously facilitate the process irrespective of opposition
School teachers show resistance in accepting gender equality issues	Facilitate through case-studies
School authorities do not support the planned activities	Take up issues to higher officials
Teachers and school departments do not take an active role in discussions	Build convergence with departments, panchayats, teachers and departments
Schools are unable to maintain the retention of enrolled children	Ensure effective functioning of educational committees

Advocacy around Gender Education

Challenges	Strategies
Accepting gender equality is difficult	Being a member in the committees of gender issues at district level
Accepting role reversals is difficult	Formation of youth Sanghas, Bala Sanghas and Adolescent Forums, Bala Panchayats
Men make sarcastic comment in process of the activity	Conduct informal and focused the discussion with men
Disputes arise within the family	Involve men in the implementation of activities
Village and caste heads object and criticize the activity	Strengthen convergence between government, NGOs and other institutions Involve the Gram Panchayat by organizing meetings