



GO-GIRLS-GO

Annual Report

(1st May 2019-30th April 2020)





CONTENTS

1. Executive Summary.....	4
2. Project Brief.....	5
3. Key Activities Undertaken.....	7
4. Major Achievements.....	10
5. Key Challenges Faced.....	13
6. Major Lesson Learnt.....	15



Knowledge. Voice. Democracy.

PRIA



EXECUTIVE SUMMARY

Adolescent girls (15-18 years) in India are experiencing huge transitions. Their aspirations for and imagination of a better future has grown exponentially. But they face cultural, social and institutional constraints in fulfilling their aspirations. Norms and practices based on entrenched patriarchy inhibit their economic participation, and restrict their mobility due to insecurity, sexual harassment and violence in public. Despite policies, legislation and institutions aimed at promoting gender equality, most school educational programmes remain gender blind, with adolescent boys and girls not learning and practising equal gender relations. Equally important, being young and girls, they lack confidence, voice and choice, unable to articulate their aspirations and shape their identities. These constraints operate together, resulting in continued exclusion of young girls from actively exercising leadership and making use of opportunities to fulfil their aspiration. There is urgent need of a model which

- Focuses on girls completing their education
- Focuses on girls joining vocational education
- Focuses on aspiring young girls to strengthen their agency to lead change
- Prepares boys to support them in realising their aspirations in an enabling, violence-free environment
- Contributes to the sensitisation of educational institutions towards supporting young girls to exercise their leadership and agency in choice of career and livelihood, including the need for learning gender equality
- Takes an integrated approach to combating violence and strengthening voice, self-reliance and participation of young girls to demand equality

Go Girls Go is a pilot project in 4 government schools of Delhi, focusing upon girls, so that they can complete their education, join vocational education, and strengthen their agency to lead change. It will also influence boys and sensitise them to equal rights for women, and preventing violence against women and girls. The project complies with the sustainable development goals 4 (which is to provide universal quality education) and sustainable development goal 5 (which is to create universal gender equality).

The project adopts a multi-stakeholder approach, through interventions and workshops in the target government schools. Intervention in the schools will be implemented through participatory learning programme, youth led community outreach programme, empowerment of girls, advocacy & knowledge generation.

PROJECT BRIEF

The project aims to inspire young girls to strengthen their agency to complete their education and lead change. Most significant change that the project aims to achieve is that the 200 adolescent girls will see an increase in self-confidence and aspire to complete education and learn skills, increased agency and ability to question the status quo resulting



in a safer environment for them. This change is built through the participatory workshops to be undertaken, using an approach which begins with the girls understanding the circumstances of their own lives, learning to commit to individual and social change, and being capacitated to take action.

This project targets to demonstrate a scalable model to help achieve SDGs 4 and 5, that can be used by policy-makers seeking innovative solutions for national development through enhancing educational status and economic empowerment of girls.

Project goals:

- Adolescent girls learn and exercise their agency. This is built through innovative, participatory capacity building learning program.
- Sensitisation of adolescent boys to gender equal norms and prevention of violence against women and girls -- build ing their capacities as peers to influence the wider community and create an enabling environment for girls to be treated equally.
- Educational institutions learn to be open to providing equitable education to boys and girls.
- Demonstrate a scalable model to help achieve SDGs 4 and 5 that can be used by policy-makers seeking innovative solutions for national development through enhancing educational status and economic empowerment of girls.

Project Activities:

- **Participatory learning programme:** to build awareness among adolescent girls and boys through gender sensitisation workshops; analyse and challenge stigma and stereotypes; awareness on violence against women and girls, adolescent health and wellbeing; build self-confidence, communication and leadership skills youth led community outreach programme, empowerment of girls, advocacy & knowledge generation.
- **Youth-led Community Outreach Programme:** Youth clubs in schools build support among families and community, conduct and share Participatory Safety Assessments (PSAs) of schools.
- **Empowerment of Girls:** Identifying and supporting 30 girls to join vocational courses for chosen career through information sharing on opportunities/schemes/incentives, focused career counselling, exposure visits to vocational training institutes, interaction with professionals/prospective employers.
- **Advocacy:** With Delhi Government, Department of Education, and Education Minister to adopt gender sensitisation module, make it available online and issue advisory to government schools to use the module.
- **Knowledge Generation, Dissemination, Visibility:** Preparation of online gender sensitisation module and IEC material (audio-visuals); felicitation of teachers and schools that promote gender equality.



Knowledge. Voice. Democracy.

PRIA



Project beneficiaries:



Project location:

The project is being piloted in 3 government schools of Delhi:

- RSVP School Nand Nagri,
- GGSS School Kakrola-Dwarka
- SKV Kakrola-Dwarka

KEY ACTIVITIES UNDERTAKEN

1. **Rapport building and meetings with the principals:** At the beginning of the project, meetings were done with the school principals to create a meaningful and long-term relationship with them. Principals were briefed about the project and how this project is going to support adolescent girls and boys in their behavioral change. They were also briefed about the weekly engagement of the students.
2. **Formation of youth clubs at school:** Each school nominated 100 youth who would take part in the project. These youth were called as Experimental group with whom sessions will be taken. Apart from the nominated youth, 30 more youth were selected as Controlled group who would only be there for the Baseline survey and Endline survey but won't participate in the sessions. The distinction of groups was done to track the progress of project in the end. The experimental group was further divided into two sub groups of 50 each, this has helped the facilitator to have better interaction with the students while conducting the sessions. The students of Experimental groups formed the GO-GIRLS-GO youth clubs in the schools.
3. **Baseline survey:** A baseline survey was conducted in all the schools with the youth of controlled group and experimental group. The purpose of the baseline survey was to determine the underlying attitudes and mind sets of youths around the issues of gender and violence against women. The survey was also done to do need assessment of the youth and then design relevant intervention according to the need of these youths.
4. **Building comfortable relationships:** With the objective to promote and build a comfortable relationship among the participants as well as among the participants and



Knowledge. Voice. Democracy.

PRIA



trainer, sports-based activities on communication were designed to break the ice among the students. It helped the youth to know each other better.

5. **Process of growing up:** It was an umbrella term which consisted of sessions on various topics. These sessions were particularly designed to support youth during their puberty. The sessions were done separately with boys and girls so that they can openly participate in the session without any hesitation. It had following components
 - **Psychological changes** (feelings and emotions): Adolescence is filled with many psychological and emotional changes. At the same time, adolescents feel confused about all the changes happening to them. Through this session, youth were made aware of the various psychological changes that take place during adolescence and how to deal with them positively. It was done by through stimulation and discussion. Participants shared their experiences of going through mood swings during this time.
 - **Internal and external body changes:** It was done through participatory art based method of story-telling and involved animated graphics of young adults depicting different bodily changes. Through this session, youth got chance to clarify their doubts and concerns with the facilitator.
 - **Menstruation and menstrual hygiene:** The session debunked the various myths related to menstruation and helped to accept menstruation as a nature process.
6. **Session on consent:** It was done to introduce the meaning of consent and how to apply it into everyday practice. The students discussed the importance of building trusting, respectful and consensual relationship.
7. **Dismantling gender:** The sessions under this theme supported youth to explore factors that shape gender attitudes in their life and community. This theme had following components:
 - **Gender relay:** To introduce the term “gender” to the group and to make participants understand about Sex and Gender.
 - **Gender stereotype:** Participant thought about the characteristics they ascribe to either boys or girls. They learnt about the idea of stereotyping a person based on its gender and brainstormed if they agree or disagree to various gender stereotype.
 - **Gender discrimination:** This session initiated discussions on gender based discrimination and also encouraged youth to identify gender based discrimination in their lives and also think about solutions to overcome it.
8. **Sessions on Self:** It helped youth to identify and understand their strengths, weaknesses and fear and also ways to overcome it. It was sub-divided into:
 - **Knowing Self:** It supported youth to develop a self-appreciative attitude and set up personal and professional goals for improvement. Youth created a dart board which had many arrows pointing towards the final goal they aim to achieve in future.
 - **Picture perception test:** It was conducted to promote creative and out of the box thinking among the youth and also support them in enabling positive mindset towards different situations.
9. **Leadership session:** These sessions were done through sports based activities. It promoted creativity and ability to taking responsibility and making appropriate





decisions as a leader. It helped in enhancing the leadership skills among the participants

10. **Royal visit by Netherland's King and Queen:** On 15th October, Dutch King Willem-Alexander and Queen Maxima took a guided tour of a government school in Nandnagri, Delhi to understand the GO-GIRLS-GO project. During the visit, the king and the queen had interactions with students in order to understand the project from their perspective and how it is benefiting them.

MAJOR ACHIEVEMENTS

1. The project started with light sports sessions so as to introduce the objective of the project among the youth and the school management. These light sports



Knowledge. Voice. Democracy.

PRIA



sessions have provided the platform for the youth to become comfortable to even stand next to each other.

"We all have tendency to look for our comfort zone, being comfortable helps us to be happier. If we are not comfortable in a space or with someone then there will be no interaction, productivity, learning and happiness. Comfortable spaces and comfortable relationship is therefore very important in whatever we do. This is what we understood". - Deepti, a student from grade 10, RPVV

2. After the session on psychological changes, participants shared that constant changes in their body has always made them confused. The fact that they have no control over these changes is very frustrating and sometimes they end up reacting in a negative way. The sessions have helped them to get a better understanding on these changes and to accept these changes with positive attitude.
3. After the session on body changes, participants have become more aware about their body which was reflected in the statements and questions asked by them. They were talking about menstrual hygiene and various sexually transmitted infections with ease. They were able to distinguish between myths and facts related to menstruation, masturbation and wet dreams.
4. After the session consent, participants reflected on their personal behaviour as how they are exercising consent in their everyday life.

"In friendship, it is very important to respect each other's boundaries and choices, so we must ask for friend's consent before doing things but not assume anything based on our liking." - Prachi from class 9th.

5. Gender session gave a different perspective to participants and helped them to understand the difference between sex and gender. They said that girl and boys are humans and can be differentiated only on the basis of body parts. They further added that boys can cry too, they also have feelings and crying doesn't mean that they are weak. Same goes with girls, there are some girls who don't cry which is completely okay and normal? Crying is not gendered so does cooking and other things. They even argued as how all boys are not cheater or bully, there are many who respect girls".
6. Session on gender stereotype served as a reflective exercise for participants, in which they deconstructed various gender stereotypes and popular societal norms existing in the society e.g. 'girls are home maker and boys are breadwinner. Girls should be beautiful with long hair and boys should be handsome with abs and short hair.
7. After the session on gender discrimination many participants talked about their experiences and thoughts on the issue, they explained how girls are considered as "paraya dhan" in the family and are constantly reminded that she will going to leave the house after marriage.

"one can only differentiate between girl and boy by body parts and biological process happening in their body but still there are many things which has been set by



Knowledge. Voice. Democracy.

PRIA



society which discriminates between girl and boy and it makes boys superior than girls” –Pooja , class 9th, GGSSS.

8. During session on self, it seemed that participants had misconceptions about what is expected from them by their family, friends and teachers to what they actually want. Some of them found it hard to find unique qualities in themselves. But this session gave them clarity on this and how the importance of self-worth. One girl named Pooja shared her after the session that *"I think to stand by my conscience will help me in attaining future goals and also in knowing myself better"*
9. The session on self-esteem had motivated the participants, they were very happy and said that they felt extremely nice while talking about their qualities. In their daily lives, in schools or at home they are constantly told by others that they are not good enough (may be in studies or other things) but today after thinking and talking about the positive quality of self, they are feeling confident about their selves.
10. Leadership activity supported participants to understand their leadership skills.

“we all are leader in some way but a good leader is the one who is responsible, active, listener and includes everyone decision. We must aspire to become good leader.” - Tapish, class 9th.

11. Sessions enhanced positivity among the students. During the session on picture perception, participants came out with many positive interpretation of the pictures shown to them which indicates the positive state of mind of the participants. One girl named Shristi, class 9th, GGSSS, talked about a picture (in which a handicapped person is taking stairs, while other physically fit people were going by escalator), she said that *“by choosing stairs over escalator by the handicapped person signifies that he is showing others that his disability doesn't make him weak”*



Knowledge. Voice. Democracy.

PRIA



KEY CHALLENGES FACED

1. Some students were not very confident because they did not want too much exposure on sex, reproduction process, STI, contraception, etc. One such session was 'process of growing up', participants were different kind of reactions. Some were very curious about the information provided in the session while others were reluctant towards the session. A girl of class from GGSSS Kakrola had put her head down during the session as she was not comfortable while look at the animated picture of grown up men and women.
2. Few participants were differently abled, the facilitator had a hard time to include these students in the session. There was a girl named who had hearing and speech impairment and used to wear hearing aid in her ear. Although she would smile throughout the session and tries to engage herself in the activities but could not participate fully in the sessions. Facilitator tried to include her in all the sessions but it was difficult to gauge as how much she has gained from the sessions.
3. Aligning with the school schedule is very challenging. They have monthly unit tests and quarterly exams along with festive/exam holidays. This leaves the facilitators with a small window of time to complete the targeted sessions. The schedules have been shared by the school, but some holidays/tests/exams/visit by the government officials forces the facilitators to make sudden changes and even sometimes cancel sessions in the plan for that particular month.



Knowledge. Voice. Democracy.

PRIA



4. The major challenge that was faced by the team in Delhi was the absence of formal permission from the Education Department. The schools were initially reluctant to allow the team to take sessions, some of the schools agreed but repeatedly asked for the letter. In the absence of letter, the sessions got delayed and some schools even refused to conduct further sessions. The letter is still with the authorities and the team is trying hard to get the formal permission from the Education Department. Although we get through the schools who agreed for the sessions but not having a letter was the problem throughout.
5. CAA protest has also caused the delay in the project. The schools were closed for one month between December to January, so no activity happened during that month.
6. Corona Outbreak is another big challenge that is causing the delay of project completion. Due to major lockdown in the whole country, the project deliverables are standstill for now.



Knowledge. Voice. Democracy.

PRIA